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*The Importance of Teaching Culture to Develop EFL
Learners' Communicative Competence
The Case of Third Year Learners in Secondary Education*

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the Requirements for the Degree of Master in Language Sciences*

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

سبحانك لا علم لنا إلا ما علمتنا

إنك أنت العليم الحكيم

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Dedication

We dedicate this work to:

Our dearest parents.

Our beloved sisters and brothers .

Our precious friends.

Acknowledgment

All praise to Allah for enabling us to complete this work.

We are sincerely grateful to our supervisor, Dr. Daira whose encouragement, supervision and support enabled us to develop an understanding of this work.

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Abstract

The ultimate goal for learning English as Foreign Language (EFL) is to be able to communicate effectively. This requires the ability to know how to use language accurately and appropriately in different contexts. Since culture and communication are interrelated, we hypothesize that adequate exposure to culture will help EFL learners, precisely third year learners in secondary education, to develop their communicative competence. The present research aims to investigate the importance of integrating culture in EFL classes to enhance learners' communicative competence. It also examines to what extent the cultural content is included in the textbook of the third year, "New Prospects " adopting the descriptive method. To answer the main questions of the study, the cultural content of "New Prospects" is evaluated and a questionnaire is delivered to thirty (30) EFL teachers selected randomly from different secondary schools in Tebessa. The evaluation of the cultural content of "New Prospects" reveals that its cultural content is still poor to provide learners with adequate cultural knowledge. The data collected from the questionnaire confirm the hypothesis. It is hoped that this study will help EFL teachers and textbook designers to stress on the significance of teaching culture as the latter offers massive advantages to language classes and plays a significant role in developing EFL learners' communicative competence.

Key words: communicative competence, culture, third year secondary education learners, textbook evaluation, "New Prospects" textbook.

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List of Abbreviations

CBA:	Competency-based Approach
CLT:	Communicative Language Teaching
CLTA:	Communicative Language Teaching
EFL:	English as a Foreign Language
ENS:	Ecole Normal Supérieur (Teachers' Training School)
F:	Frequency
FL:	Foreign Language
NC:	Native Culture
NNC	Non Native Culture
NTC:	Non Target Culture
SE3:	Secondary Education Three
SL:	Second Language
TC:	Target Culture
TL:	Target Language

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General Introduction

General Introduction

Often times, a strong emphasis of teaching English in secondary education has been placed by most of the Algerian teachers on dispensing the grammatical rules and enriching the knowledge of vocabulary. They believe that the mastery of grammar rules and the acquisition of lexicon of the target language (TL) are entirely sufficient for the EFL learners to achieve a level of proficiency that may help them to communicate successfully. However, the majority of the third year learners in the secondary education are still unable to express their attitudes appropriately and effectively in the TL and their ability to communicate is limited. Thus, acquisition of grammar rules and language vocabulary is not enough for EFL learners to accomplish their communication successfully. In other words, linguistic competence solely does not guarantee appropriate use of the TL (Krasner, 1999). Being competent in communication involves more than just a mastery of syntax and range of expressions within a language (Hymes 1972; cited in Baker 2003).

Besides errorless pronunciation and profound knowledge of both grammatical structures and vocabulary it is necessary to know how to use them appropriately. In other words, the Algerian EFL teachers should strive to develop their learners' communicative competence; their ability to use the TL and communicate in culturally appropriate manner to convey meaning in various contexts. It is usually the ignorance of the cultural rules of the TL that causes misunderstanding and breakdowns of communication. The Algerian EFL should know that behaviour and intonation patterns that are appropriate in their speech community may be perceived differently in other cultures. EFL teachers and learners alike have to understand that in order for communication to be successful and fruitful, language must be associated with other culturally appropriate behavior (Peterson and Coltrane, 2003). Byram and Kramersch (2008) focused considerably on the inevitability of teaching of the target culture (TC). Therefore, it is

crucial to incorporate culture in EFL classes if the aim is to foster the learners' communicative competence.

1. Statement of the Problem

It is pointed out that language proficiency does not rely merely on manipulating the structural elements of the language (Krasner, 1999; Hymes, 1972). Mastering lexis, syntax, and pronunciation of the TL does not ensure the ability to communicate successfully in real situations. In other words, successful communication requires proficiency on multiple levels: grammar, phonology, lexis and culture. The ignorance of the cultural features of the TL can lead to ineffective communication.

Hence the Algerian educational system has adopted different teaching approaches and methods to develop and help EFL learners to achieve a good level in the TL. It strives to enhance various competencies that enable the EFL learners to communicate appropriately. However, it is apparently noticed that most of the Algerian learners in the secondary schools still face difficulties in communication in the TL. Moreover, the majority of them lack knowledge about the cultural features of the English language; they seem to know very little about the TC.

Most of the Algerian EFL teachers in secondary schools very often focus on the development of their learners' linguistic competence and neglect their communicative competence. Though culture and communication are related to each other, most of the teachers do not expose their learners to the cultural features of the TL. Thus, EFL teachers should integrate culture in their courses to enhance learners' proficiency and their communicative competence. It is noticed that a low level of communicative competence manifests itself among great number of the Algerian EFL learners in the secondary schools.

Consequently, the research seeks to answer the following questions:

1. To what extent do the Algerian EFL teachers in the secondary schools teach culture ?

2. How much cultural content is included in the book of the third year secondary education (SE3)? Is its cultural content satisfactory?
3. Are teachers aware of the importance of teaching culture in their classes?
4. How could the TC be integrated in EFL classes ?
5. How do EFL teachers develop learners' communicative competence ?
6. To what extent does teaching culture influence the EFL learners' communicative competence?

We hypothesize that an effective and an adequate exposure of learners to culture and incorporating it in our secondary schools would certainly contribute to the development of their communicative competence.

2. Aim of the Study

The present research deals with the importance of integrating culture in the courses designed for teaching English, precisely for the third year classes of the secondary education to develop EFL learners' communicative competence. It is pointed out by a large number of scholars (Seelye, 1993; Kramsch, 1998, and Wang, 2008) that culture should be incorporated in the EFL classes. Thus, the research aims at demonstrating the considerable importance of teaching culture and incorporating it in EFL classes to foster the communicative competence of the third year learners of the secondary education. Accordingly, this study scrutinizes and examines the positive impact of culture in developing EFL learners' ability to conduct discourses and communicate effectively. Another aim is to probe EFL teachers' views about the importance of teaching culture and to attract their attention to the issue of teaching culture. More importantly, the research will particularly be relevant to curriculum developers in that it may suggest some recommendations that help the learners of the third year of the secondary education to foster their communicative competence.

3. Organisation of the Study

The present thesis is divided into four chapters. Chapter one elucidates the communicative competence; its definition, its models, its components and how it can be enhanced. It also highlights the two main approaches that strive to develop learners' communicative competence. The second chapter, entitled *Incorporating Culture in EFL Classes*, gives an account to the notion of culture, its themes and its correlation with language and communication. More importantly, chapter two clarifies the importance and the necessity of integrating culture in EFL classes and the main goals for teaching it. Furthermore, this chapter sheds light on the major approaches of teaching culture and the common techniques and methods used to teach it. After highlighting both of the variables, chapter three is an examination and evaluation of the cultural content of the school textbook of SE3. The last chapter is devoted to the analysis of the questionnaire which is submitted to thirty EFL teachers from different secondary schools in Tebessa. Also, some recommendations for EFL teachers, book designers and for learners are given at the end of this research.

4. Research Methodology

The present study adopts the descriptive method which uses the questionnaire description to provide data about the research and to describe the cultural content of the SE3 textbook. It is decided to evaluate the cultural content of the textbook designed for the third year learners because at this level learners' linguistic competence and mastery of language are supposed to be more developed than the other levels, thereby it is time to foster their cultural knowledge. The evaluation demonstrates whether the curriculum and book designers give enough attention to incorporate adequate cultural content. The questionnaire is addressed to SE3 English teachers to collect data about the topic under study. As it is hard to work with all teachers of English, thirty (30) of them are selected randomly from different secondary schools in Tebessa and its towns to probe their views concerning the role of teaching culture to develop learners' communicative

competence and the techniques they use in transmitting the cultural features to their learners.

Consequently, all the obtained data will be displayed in tables to be analysed and interpreted.

Chapter One:

Communicative Competence

Introduction

1. Communicative Competence

1.1. Definition of Communicative Competence

1.2. Models of Communicative Competence

1.3. Components of Communicative Competence

1.4 . Activities to Develop EFL Learners' Communicative Competence

1.5. Approaches for Developing Communicative Competence

Conclusion

Introduction

The notion of communicative competence was developed in 1970's and 1980's and was prompted by research in sociolinguistics focusing on language concern. Language is no longer seen as isolated elements separated from its context. Furthermore, learners' developing their communicative competence in order to be communicatively successful has become an important concern.

Thus, the current chapter is devoted to present some of the theoretical background on which research on communicative competence has been based. It is an attempt to explore the term communicative competence through various definitions. Moreover, it deals with the models of communicative competence that highlights how the term is viewed by the scholars. We will try also to cover areas such as its components and how to develop the communicative competence of EFL learners. This chapter is also an attempt to sum up the approaches that strive to develop communicative competence.

1. Communicative Competence

1.1. Definition of Communicative Competence

To define the notion of communicative competence, one needs to discuss the two terms that constitute it: communicative and competence. According to the Oxford Advanced Learners' Dictionary, "competence is the ability to do something well" (2005, p. 307) whereas the word "communicative" has the meaning of interaction. So, it can be stated that communicative competence indicates having the capacity that enables the language user to communicate in order to fulfill communicative needs.

The term "communicative competence" was first used by Dell Hymes who defined it as the ability to use of the grammatical rules of the language appropriately in a given context. Hymes (1972) introduced the notion 'communicative competence' in contrast to Chomsky's distinction

between competence and performance. For Chomsky (1965), “ competence is the ideal speaker-listener knowledge of his language ” (p. 3). He argued that the focus of the linguistic theory is “ to characterize the abstract abilities of the speaker-listener which enable him to produce grammatically correct sentences” (Chomsky, 1965, p. 3). This implies that, according to Chomsky, linguistic competence is the knowledge of the language that makes the interlocutors able to produce and understand an infinite numbers of utterances.

In fact, the concept of competence is directly linked to generative-transformational Grammar led by Chomsky (1965) who distinguished two key concepts in his theory “Competence and Performance”. Competence refers to the linguistic system an ideal native speaker has while performance is related to the psychological factors that are involved in the perception and production of speech (Chomsky, 1965). In this sense, Chomsky focused much more on language system and completely neglected its use; he paid much more attention on isolated sentences and left aside the real use of the language (Hymes, 1972).

In reaction to Chomsky’s theory, Hymes (1972) introduced what has been largely known as communicative competence. This new concept included not only Chomsky’s grammatical aspect of the language but also the contextual factors that have close links with language use. In order to show the social function of language between the real speaker and listener, Hymes proposed the theory of communicative competence which consists of four different aspects of knowledge:

- a) systematic potential –whether something is formally possible;
- b) appropriateness whether something is feasible in the virtue of the means of implementation available.
- c) occurrence-whether something is appropriate in relation to a context in which it is used and evaluated.
- d) feasibility –whether something is in fact done, actually performed, and what is doing entails. (Hymes, 1972).

For Hymes (1972) communicative competence does not only represent the grammatical competence but also the sociolinguistic competence. Thus, he believed that Chomsky “omits almost everything of sociocultural significance” (Hymes, 1972, p. 280) According to the eminent sociolinguist Hymes, the ability to construct accurate sentences does not guarantee the ability to communicate effectively. He stated that “there are rules of use without which the rules of grammar would be useless” (Hymes 2001, p. 60). He also defined communicative competence as “the ability to use it for the communication (p. 16). This implies that linguistic competence alone does not ensure successful communication.

Hymes' theory was a shift from considering language as a system of isolated items to studying it as a system of communication. This concept of communicative competence is totally different from Chomsky's model of linguistic competence. Hymes (1972) proposed five main characteristics of communicative competence listed below:

- It is a dynamic concept.
- It applies to both written and spoken language.
- It is context specific.
- It implies a difference between competence and performance.
- It is relative.

Through what it has been mentioned above, we notice that unlike Chomsky who used the term communicative competence to be equal with the grammatical and linguistic competence, Hymes (1972) considered it just as one part that misses the social aspect that characterizes competence in communication.

Savignon (1972, as cited in Thabit & SunilV, 2018, p. 108) defined communicative competence as “the ability to function in truly communicative setting”. This indicates that she shares approximately with Hymes the same view. She considered communicative competence as ability to

function in communicative setting which is completely different from what Chomsky (1965) called linguistic competence as no one can function in real situations depending only on grammatical competence. For Savignon (1983), competence is the knowledge and performance is the action.

Canale and Swain (1980) defined communicative competence as a synthesis of an underlying system of knowledge and skills needed for communication. This means that communicative competence includes various competencies. Knowledge, then, refers to the various aspects of language and language use, while skill refers to how to use language in real communication.

In the same vein, communicative competence is defined in Longman Dictionary of Applied Linguistics (1983, p. 49) as follows, “the ability not only to apply the grammatical rules of a language in order to form grammatically correct sentences but also to know when and where to use these sentences and to whom”. This implies that this definition emphasizes that linguistic competence solely is not enough to accomplish successful communication. To be communicatively competent in a given language, it is essential to know how, when and where to use a particular sentence in its proper context.

Similarly, Terrel and Krashen (1983) defined communicative competence as the use of language in social communication. This means that communicative competence is manifested in communication. They stated that the main purpose of language is the development of communicative skills. They claimed that “language is best taught when it is being used to transmit messages, not when it is explicitly taught for conscious learning” (Terrel & Krashen, p. 55)

Widdowson (1978) also defined communicative competence in terms of usage and use; *usage* refers to one's knowledge of linguistic rules and *use* refers to ones' ability to use this knowledge effectively in communication.

Another comprehensive definition of communicative competence is the one provided by Saville-Troike (2003) who argued

Communicative competence entails knowing not only the language code or the form of language, but also what to say and how to say it appropriately in any given situation. It deals with the social and cultural knowledge that speakers are presumed to have which enables them to use and interpret linguistic forms. It also includes knowledge of who may speak or may not speak in certain settings, when to speak and when to remain silent (p. 18)

In the same line of thought, Yule (2010, p. 194) asserted that communicative competence is “the general ability to use language accurately, appropriately and flexibly”. This implies that both of the quotes stressed that communicative competence is the ability to use effectively the knowledge acquired about a language in different social contexts with the help of proper strategies to transmit and interpret accurately the intended message.

From what it has been mentioned, we conclude that the definition of communicative competence is a combination of both linguistic rules and the skill to use such knowledge effectively and appropriately in real situations to fulfill a successful communication. Hymes (1972), when he introduced this concept aimed to establish what a language user really needs to know to communicate successfully in various culturally significant settings. From this view, scholars have set models to explain the notion of communicative competence, so what are the main models of this concept ?

1.2. Models of Communicative Competence

1.2.1. Dell Hymes' Model

Hymes (2001, pp. 55-56) mentioned that linguistic theory, from the prescriptive associated with transformational generative grammar, has two parts: linguistic competence and linguistic performance. Hymes believed that knowledge of language structure and sociocultural rules are both

important in language acquisition. A learner acquires knowledge of language not only as grammatical but also as appropriate use. “He or she acquires competence as to when to speak, when no, and as to what to talk about with whom, when, where, in what manner” (Hymes, p. 60). In this respect, Hymes asserted that grammatical knowledge in Chomsky’s linguistic theory is not sufficient to satisfy the child’s competence to accomplish communicative demands.

To explain further, Hymes (1972) pointed out that for the theory of language and language use to be developed, the abilities must be recognized not only in terms of grammar as Chomskyan model of competence and performance, but in four levels. He suggested this framework for integrating linguistic theory with the theory of communication and culture; and raised the following four questions on which his framework based on:

1. Whether (and to what degree) something is formally possible.
2. Whether (and to what degree) something is feasible.
3. Whether (and to what degree) something is appropriate.
4. Whether (and to what degree) something is in fact done. (Hymes, 1972, pp. 284-286).

1.2.2. Canale and Swain Model of Communicative Competence

Canale and Swain (1980) introduced their model of communicative competence which has become the common model for researches in this field today. This model was not different from Hymes' one but it is rather a further development of it. Canale and Swain believed in the importance of sociolinguistic work that Hymes emphasized on. Their model focuses on the interaction of grammatical competence and sociolinguistic competence and they have maintained that: “there are rules of language use which would be useless without the rules of grammar ..” (Canale and Swain ,1980, p. 5).

Their model highlighted the importance of grammar for effective communication. This physically seems to be in contrast with Hymes' claim that without the rules of language use, the rules of grammar would be useless. So, the two models focused on the interaction of both grammatical and sociolinguistic competence in any communicative act. For Canale and Swain (1980), “the study of sociolinguistic competence is essential to the study of communicative competence as is the study of grammatical competence” (p. 6).

The model of the Canadian linguists Canale and Swain(1980) and Canale (1983) includes four competencies:

1.2.2.1. Grammatical Competence

This competence includes knowledge of lexical items, rules of morphology, syntax, grammar and phonology. This competence is similar to Hymes' linguistic competence and is considered as a part of the communicative competence as it represents the underlying system of the language and how to determine and express accurately the literal meaning of the utterance.

1.2.2.2. Sociolinguistic Competence

Communicative competence is made up of sociocultural rules of language use. This knowledge is very important in interpreting and producing utterances that are appropriate to the context in which language is used. It is the study of how situational factors such as age and gender of the participants affect the choice of utterances used.

1.2.2.3. Strategic Competence

It is the ability to overcome communication problems. For Canale and Swain (1980, p. 30) “strategic competence ... will be made up of verbal and nonverbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or to insufficient competence”. It includes, for instance, gestures, and paraphrasing.

1.2.2.4. Discourse Competence

It is a component added by Canale (1983) that represents the ability to combine language structures and language functions into a coherent and cohesive text. It is related to notions such as cohesion, coherence, genres and text types. Martin (2004) stated that the discourse competence enables, then, language users to form longer stretches of the language such as stories, such forms are coherent and cohesive.

1.2.3. Alcon's Model of Communicative Competence

Although the other models of communicative competence have emphasized the importance of language for communication, they did not mention the position of the four language macro skills (listening, speaking, reading and writing). They have just dealt with the various components of communicative competence related to various aspects of language, stressing the sociolinguistic and cultural aspects of the language as well as the pragmatic meanings (Thabit & SunilV, 2018).

Alcons' model of communicative competence is composed of three main components: discourse competence, psychomotor skills, competencies and strategic competence. The discourse competence comprises linguistic competence, textual and pragmatic competence. The psychomotor skills include the language for macro skills: listening, speaking, reading, and writing. The last component, which is strategic competence, refers to the strategies used for compensating lack of linguistics or sociolinguistic competences. So, he stressed the importance of the four language macro skills as the main components of the communicative competence that should be developed with other competencies in order to build up EFL learners communicative competence.

According to what it has been mentioned above, we reach to the conclusion that the communicative competence consists of different competencies, that discussed in the previous models, in addition to language macro skills. All these skills and competencies are integrated and interact with each other to form the communicative competence.

1.3. Components of Communicative Competence

1.3.1. Linguistic Competence

It is also called grammatical competence, it is the knowledge of lexical items, and rules of morphology, syntax, semantics, and phonology” (Shohamy, 1996, p.143). In this sense, learners who are linguistically competent are those who do master all the grammar rules and features of the FL. Riggensbach (1998) argued that linguistic competence is concerned with both the correctness of grammar and pronunciation, and the appropriateness of vocabulary. Linguistic competence may ask these questions: what words should be used? How should they be put to form correct sentences and phrases? Hence, such competence should be considered as a fundamental element of communicative competence (Hedge, 2000).

1.3.2. Discourse Competence

It is also called textual competence by Bachman (1990), it “is the ability to use various information routines...including their sequential stages in conversations” (Dornyei & Terrel, 1994, p. 40) This denotes that discourse competence comprises the ability to make the best use of interactional elements including openings, closings, interrupting sequential organizations...etc. It is worth mentioning that discourse competence means the formation of meaningful and unified whole from words, phrases, and utterances and the diverse relationships existing between them.

1.3.3. Pragmatic Competence

According to Uso-Juan and Alicia (2006), pragmatic competence is the ability to use the language appropriately while respecting the relevant register. It deals with the connection between and among the subject matter, its style (formal or informal), and its mode (oral or written) Hence pragmatic competence is the ability to decode a transmitted message accurately. According to Pohl (2004) pragmatic competence is divided into two sub-competences: illocutionary competence and sociolinguistic competence.

1.3.3.1. Illocutionary Competence

Illocutionary competence stands for the speaker's ability to "use language in order to achieve certain communicative goals for intentions" (Hedge, 2000, p. 48). It entails the knowledge and understanding the different functions of the language so as to grasp the intended message that lies behind what is said or written. Bachman (1990, p. 90) considered illocutionary competence as "the knowledge of the pragmatic conventions for performing acceptable language functions". This indicates that such competence helps largely in managing successfully communication.

1.3.3.2. Sociolinguistic Competence

Sociolinguistic competence, also known as socio-cultural competence, is the ability to "perform a particular function or express an intention clearly" (Hedge, 2000, p. 49). This competence depends on producing and understanding utterances in social context. It deals with appropriateness of utterances in a given social context depending on factors such as status of the interlocutors and the purpose of the interaction. Simply put, it is the performance of language functions appropriately.

1.3.4. Strategic Competence

As it is mentioned before, Canale and Swain (1980) considered strategic competence as "the verbal and nonverbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or to insufficient competence" (p. 30). So, strategic competence is the ability to use communication strategies such as achievement and reduction strategies. This competence appears whenever there is a communication gap or deficiency so as to overcome these gaps to improve communication and repair communication breakdowns. Strategic competence may ask: how can ideas be transmitted or expressed even when the language user does not know the name of something or the right word ?

It is reasonable to acknowledge that these competences are vital to be a competent in a given language. In other words, EFL learners have to achieve communicative competence and teachers have to strive to develop their learners' communicative competence. However, what should be done so to foster EFL learners' ability to communicate effectively in the TL?

1.4. Activities to Develop EFL Learners' Communicative Competence

Developing the communicative competence is an aim EFL learners strive to achieve. Achieving such aim relies on many factors related to teachers, syllabi, teaching situation, environment and on the learners themselves. There are various learning activities and strategies that are mostly selected to develop language learning. A new trend in the last third of the last century was the emergence of Communicative Language Teaching Approach (CLTA) that emphasized teaching English through communication. There are some suggested activities that may help in developing student's communicative competence.

1.4. 1. Working in Pairs or Groups

Teachers should take into consideration that classroom is a major place where EFL learners feel free to practice their English and to get exposure to it. So, teachers should encourage learners to work in pairs and groups. These activities are of high value in developing students' communicative competence. They also provide learners with more opportunities for exposure to English use and help them in restructuring self-confidence and releasing language anxiety. Building up self-confidence and releasing language anxiety will facilitate language acquisition (Thabit & SunilV, 2018, p. 308). Pair and group work activities encourage learners to practise their language and provide opportunities of real situations and language use. These activities are efficient in developing different aspects of communicative competence and ensure the development of language competences.

1.4. 2. Teacher-Student Interaction

The role of the teacher as a facilitator and a motivator should be played to help language learning to take place. He should create dynamic and enthusiastic atmosphere and interact with his learners. Today researches and studies have shown that teachers who encourage much interaction and motivation in their classrooms could achieve their objectives effectively and enhance learners' ability to communicate effectively. On the other hand, teachers who spend much time lecturing their students while students are passively listening often fail to achieve the communicative competence and produce incompetent users of English (Wang & Castro, 2010). Thus, teachers should be aware of the importance of motivation and interaction to create a dynamic atmosphere. Interaction with students is among the most effective ways to improve different competences that build up the communicative competence.

1.4. 3. Integrating Literature

Literature with its various genre is considered to be useful in developing EFL learners' communicative competence as it provides learners with authentic language inputs as well as equip them with English culture. Those literary texts are considered a source of communication themselves since there is an interaction between the writer and the reader. Such literary texts serve in developing linguistic competence of learners in accordance with the contexts. It also aids learners to understand English culture implicitly within the text to be interpreted. These texts should be not from old literature which may make the learners frustrated of such archaic language.

1.4.4. Simulation and Role Play Activities

Simulation and role play activities are so effective for enhancing learners' communicative competence. What is interesting here is that learners will be engaged in real actions. Such activities proved to be effective in fostering learners' communicative competence and making the classrooms more dynamic and interactive. A study made by Garacia-Carbonell, Rising, Montero and Watts

(2001) on the role of simulation and game activities on communicative competence acquisition on FL revealed that these activities are more effective than formal instructions in developing the ability to communicate effectively and appropriately in different situations.

Similarly, role play activities are also very important in enhancing learners' communicative competence. In such activities, EFL learners are supposed to perform some scenes from a play or to create some dramatic work to act. Quing (2011), Ampatuan and Jose (2016) have studied the role play as an approach for developing students communicative competence. Interestingly, these studies revealed that the role play is an effective approach for developing communicative competence and cultural aspects as well. They showed also that these activities provide learners with opportunities to express themselves and build-up their self-confidence to enhance their communicative competence.

1.4.5. Reading English Newspapers and Watching English Programs

Watching English news, films, and English TV programs expose learners to native speakers who will familiarize them to the English pronunciation, manners of interaction and cultural aspects. In addition to that, reading English newspapers and website news help learners to develop communicative competence as it exposes them to various types of texts that offer them grammar and vocabulary within a context. They also keep them in touch with English outside the classroom as well. Such type of free choice learning activities is so effective in achieving language acquisition. (Thabit & SunilV, 2018, p. 310)

1.4.6. Using Social Media

Social media tools are so efficient in developing communicative competence since they provide learners opportunities to use language and learn from each other in free group-discussion. Learners may feel shy to speak in face to face discussion but it is easier for them to share voice records and a piece of writing via social media devices. It provides them opportunities to learn by

themselves from their mistakes and reduce their stress since they are far from their colleagues. These activities increase the linguistic competence of learners as well as the other competencies.

1.5. Approaches for Developing Communicative Competence

1.5.1. Communicative Language Teaching (CLT):

1.5.1.1. Definition of CLT

It is one of the approaches that was affected by Hymes' notion 'communicative competence'. The main aim of the CLT approach is to focus on the communicative aspect of language rather than focus on the linguistic one. According to Widdoson (1978, p. 3), the focus on grammar does not help learners; "learners need to develop their communicative abilities, and encouraged to communicate using constructs other than rote memorized patterns". CLT emerged in England in the 1960's to meet the linguists' needs to focus on "communicative proficiency rather than on mere mastery of structures" (Richards & Rodgers, 1986, p. 64). Since its appearance, CLT has gained a large popularity in language teaching and has been studied by several scholars.

Nunan (1991) stated that CLT is usually characterized as a broad approach to teaching, rather than as a teaching method. Savignon (2005) believed that CLT goes beyond the mere knowledge of the target language grammatical rules. She related CLT to communicative competence. In this context, she acknowledged that developing learners' communicative competence by involving them in communication is CLT's main aim (Savignon, 2005, p. 206). Savignon viewed CLT as being useful in the sense that it can be used to develop learning materials, tasks, and activities (p. 213).

To sum up, CLT is an approach to language teaching which aim is to enhance learners' capacities to become effective users of the language. In addition, it focuses on the importance of communicative competence in language teaching.

1.5.1.2. Principles of CLT

According to Brown (2007, pp. 46-47), CLT has six principles which can be summarized as follows:

- All components of communicative competence are emphasized; ie mastery of grammar rules and vocabulary is insufficient ,what is much more important is to put these rules into practice.
- Materials that are used in classrooms help learners to be involved in “the pragmatic, authentic, and functional use of language for meaningful purposes”.
- Since the focus is on communication, fluency is more important than accuracy. Also, learners’ errors are tolerated because they are seen as proof that these learners are improving their communicative skills.
- Learners should be given the appropriate materials that will enable them to promote their skills so as to communicate effectively in real life situations.
- Learners autonomy is emphasized ;i.e. learners are active and not passive recipients inside the classroom.
- The role of the teacher is to facilitate and guide learners throughout the language learning process.

1.5.2.Competency Based Approach(CBA)

1.5.2.1. Definition of CBA

Competency-based Approach CBA appeared during 1970s in the United States, it came out of the necessity to connect learning in schools to real life situations. CBA is a way to develop learners' competencies to act properly in real life situations. Funnel and Owen added description to this approach as “an approach focused on developing of the ability to perform activities”

(1992, p. 135). From these definitions, we conclude that CBA emphasizes on learners' performance and engaging them in real situations.

According to Docking (1994) CBA is "designed not around the notion of subject knowledge but around the notion of competency" (p. 16). So this approach, according to him, is not just a matter of knowledge but how to be competent to use this knowledge. CBA attempts to "teach students the basic skills they need in order to prepare them for situations they commonly encounter in everyday life" (Richards, 2006, p. 41).

All in all, CBA is an approach to language teaching which focuses on enhancing learners' competencies in regard to their needs. According to this approach, the knowledge that the learner acquires is insufficient till it is put into practice. It focuses on engaging learners in real life situations and stress on the importance of outcomes over input.

1.5.2.2. The Role of the Teacher

The teacher's role is no longer dominated the teaching-learning process, he rather is supposed to achieve various additional new roles. The teacher can have the role of a guider, he should motivate the learners to work whether individually, in pairs, or in groups. He should not give them ready made answers, he rather guides them to develop their communicative skills. Another role of the teacher is researcher, i.e. he needs to be up to date. He should adapt what is suitable to his learners' needs. Furthermore, the teacher is a counselor, i.e. he aids his learners while communicating "by seeking to maximize the meshing of the speaker's attention and hearer interpretation through the use of paraphrasing, conformation, and feedback" (Richards & Rodgers, 1986, p. 78) It is important to mention that the teacher in CBA acts in a way that makes learners feel much more responsible for their learning.

1.5.2.3. The Role of the Learner

CBA focuses broadly on the learner, this what is called “learner-centered”. The role of the learner is not confined just to the role of passive receiver of knowledge. The learner now has an active role; s/he identifies “exactly what needs to be learned ” (Richards & Rodgers, 2001, p.147) for s/he is expected to be aware of what is beneficial for him/her, as far as competencies are concerned. It is essential to note that the learner needs to negotiate whatever information and interact with his/her teacher and classmates so as to create a collaborative learning atmosphere. This approach aids learners to prompt their own learning by enabling them to develop a self-assessment. All in all, since the major aim of CBA is to offer the learners means to apply what has been learnt in the classroom in real life situations, learners should be much more responsible by developing the needed skills and competencies to realize the goals. In this respect they develop their communicative competence.

Conclusion

As a conclusion and in light of what it has been presented in this chapter, it is important to note that communicative competence is of paramount importance. It is not just the knowledge of the language rules but rather the knowledge of language use and the skill to use such knowledge effectively and appropriately in real –life situations. Communicative competence has become a major aim for FL learning and its models have been developed to include various aspects of language such as linguistic, sociolinguistic, pragmatic, strategic, language macro skills, etc. Since the world has witnessed great changes such as modern technological innovations, it is necessary for learners to develop their communicative competences so that they can easily interact with the world around them. Also, it is worthy to mention for educators in general and teachers in particular to place a great emphasis on employing the various approaches, techniques, and materials that will contribute to develop it. However, does culture impact learners' communicative competence?

CHAPTER TWO:

Incorporating Culture in EFL Classes

Introduction

2. Culture

- 2.1. Definition of Culture
- 2.2. Themes of Culture
- 2.3. Culture and Language Relationship
- 2.4. Culture and Communication
- 2.5. Teaching Culture

Conclusion

Introduction

Teaching second language (SL) or foreign language (FL) is more than developing EFL learners' linguistic competence, it involves transmitting some of the cultural knowledge of people where the TL is spoken as well. Learning TL without its culture seems to be insufficient to have a good and a competent EFL learner. Many researchers argued that knowing the culture of the TL is of a paramount importance to have a true understanding of the language (Onalan, 2005 & Tseng, 2002).

For this reason, the current chapter is devoted to explain what it is meant by the concept of culture and how it can be possibly incorporated in EFL classes. The first chapter tries to give answers to these questions: how is culture defined by different researchers and scholars? What is meant by big C and little c cultures? As such it explores its characteristics. Most importantly, this chapter examines the interrelationship between culture, communication and language. Furthermore, it sheds light on the historical overview of culture teaching, the significance of integrating culture in EFL classrooms, goals of teaching culture and the techniques that may be used by EFL teachers to integrate the target culture (TC) in their classes.

2. Culture

2.1. Definition

Many people equate culture with food, drinks, and art, but does culture mean just this? Culture is broad in its scope. It is almost hard to say that there is an agreement about the definition of culture among the researchers and scholars since culture is indeed "multifaceted concept" (Moran, 2001). Tang (2006) rightly noticed that despite the endless efforts in disciplinary fields to find a definition for culture, at the present time, there is no single definition that satisfies everyone.

Thus, Hinkel (1999) indicated that it may not be an exaggeration to say that there are nearly as many definitions of culture as there are fields of inquiry.

One of the well definitions that is provided to clarify the notion of culture is the one given by the American anthropologist Goodenough (1957) who stated, “a society's culture consists of whatever it is one has to know or believe in order to operate in a manner acceptable to its member” (p.167). This implies that culture is what governs a particular society and its members' behaviours and manners. It determines what it is acceptable and non- acceptable in a given community. Simply put, culture, according to the anthropologist Goodenough, is perceived as the shared beliefs that the members of the same community learn so as to behave appropriately, for instance the way of greeting. In this sense, culture entirely helps to create a harmony in any society. Hence, according to the anthropologist's view, culture is considered as the way how people live and behave.

Similarly, this definition has been shared by scholars from other fields, including linguists. The American professor Brown (2000) suggested that culture is the context within which people exist that makes them bound and makes each group different from the other. Accordingly, culture embraces people's lifestyle. In the same vein, Shaules (2007, p. 26) claimed that culture is “the shared knowledge, values and physical products of a group of people”. In this sense, Shaules' definition emphasizes the complexity of the notion of culture which involves a number of traits: knowledge, beliefs and buildngs that are shared by a group of people.

In a like manner, the Oxford Advanced Learners' Dictionary defined culture as “the customs and beliefs, art, way of life and social organization of a particular country or group ” (2005, p. 373). Likewise, River (1968) asserted that culture includes all aspects of life which are shared by a group of people in a community. It is the set of principles, values and customs that govern the societies. Hence culture has a great influence on everything people do in their society.

Additionally, the American professor, Hofstede (2001, p. 9) viewed culture as follows: “the collective programming of the mind that distinguishes the members of one group or category from another”. In this manner, culture means values, beliefs and shared history. The use of "collective" in Hofstede's definition implies that culture is something shared rather than constant. McCarthy and Carter (1994) looked at culture from a social discourse perspective. For them, culture simply refers to “social knowledge and interactive skills which are required in addition to knowledge of the language system” (pp. 152 –153). In other terms, culture has a great influence on how people interact with each other and that language and culture are so close. Culture designates how a person thinks, acts and feels as a member of a group and in relation to other members of that same group.

For Kramsch (2015, p. 409), culture refers to “portable schemas of interpretation of actions and events that people have acquired through primary socialization and which change over time”. This definition suggests that culture has to do with the way in which we perceive and interpret the world where we exist. It is something learnt and acquired when we interact with each other. Moreover, as Kramsch clearly asserted, culture is something that belongs to different groups of people .

Another comprehensive definition of culture is that of Grant (1997) who wrote:

How we do things, what things we do and how we think about them. It includes 'high culture' a highly subjective catalogue of things we choose , and other more widely accepted, like language ,religion, folklore and myths, beliefs ,values, rituals and observations, family and kinship structures, history, political structures and conventions, etiquette (p. 16)

In other words, culture covers almost every aspect of men's life. It is everywhere and it dominates everything in our lives. Without culture, life would be impossible, it organizes and monitors our behaviours so that we create a harmony in the society where we live. Hence, according to the above mentioned definitions, it can be stated that culture is typically conceived to include the attitudes, values and ideas of a particular group of a community. It is also the set of the

tangible and intangible achievements such as books, music and buildings. Additionally, culture organizes our lives on both national and family levels. It is incorporated in all spheres of human life. Seeley (1993) emphasized that culture covers all the aspects of human life. In this trend, culture pervades all aspects of human society and is infused into every area of life, it influences the way we behave and the way we perceive the world as well. Furthermore, it is worth to state that culture has common characteristics: culture is learned, shared and it is dynamic.

As it has been stated, despite the fact that a large number of researchers and scholars have not agreed on one single definition for the concept of culture that may satisfy each one in his field, it seems that most of them view that culture can be represented on what they have typically called big C and small c cultures, so what is meant by these two concepts ?

2.2. Themes of Culture

It is useful to make a clear distinction between what has been called small c and big C cultures. Cholpek (2008) indicated that big C culture includes “literature, music, dance, painting, sculpture, theatre and film” (p. 11) In other words, big C culture is related to fine arts. In this sense, the big C culture is linked to what a particular society has achieved in literature, art, music and history. To put it more simple, this type of culture is easily seen, and obviously apparent. It is the products and the contributions of a society. The same view was shared by Peterson (2004) who succinctly pointed out that big C culture is related to the visible themes such as architecture, classical music and geography. Accordingly, Wintergest and Mcveigh (2011, p. 229) claimed that big C culture is “objective culture or something that is accepted by the larger group such as music, literature”. This implies that big C culture is all the contributions of a society and the achievements of famous people.

On the other hand, little c culture is believed to encompass every little single aspect of people's life. It includes the routines such as food, customs and manners. Chlopek (2008, p. 8) stated,

Small-c culture [...] comprises a wide variety of aspects, many of which are interconnected, including attitudes, assumptions, beliefs, perceptions, norms and values, social relationships, customs, celebrations, rituals, politeness conventions, pattern of interaction and discourse organization, the use of time in communication, and the use of physical space and body language.

In this respect, little c culture is composed of attitudes, core values and beliefs. It also includes actions and the way we behave. Peterson (2004) defined small c culture as the culture which mainly focuses on common or minor themes such as hobbies, body posture, view points, gestures, clothing styles, holidays and food. In other words, it places a focus on the daily lives and behaviours of people within a cultural group. Subsequently, little c culture affects the way people think, behave and how they use a language. It greatly assists the members of a particular society to use the appropriate language within the target community.

2. 3. Culture and Language

Have you ever asked yourself : is it possible to separate language from culture, i.e. can we transmit our culture without using language? The answer can be found in the American anthropologist Agar 's assumption that culture and language are interrelated (Agar, as cited in Byram & Fleming, 1998) This reality is what makes the relationship between language and culture a complex one .

The issue of the relationship between language and culture is one of the most hotedly debated topics among scholars and linguists since language is a core mean by which we effectively can conduct our social lives. As Wardhaugh (2010) pinpointed that the real and the nature of the

relationship between language and culture has puzzled and fascinated, and continues to fascinate people and investigators. It is still commonly believed that language and culture are inseparable.

In the same line of thought, many authors and scholars believed that language and culture are tightly interwoven (Damen, 1987; Brown, 2007). The educator Brown (2007) echoed this view when he stated:

Language is a part of a culture, and culture is a part of the language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture. The acquisition of a second language, except for specialized, instrumental acquisition (as may be the case, say, in acquisition of reading knowledge of a language for examining scientific texts), is also the acquisition of a second culture. (pp. 189-190).

Brown's quote succinctly asserts that language is a key component of culture. It is language that enables people to transmit their cultures and attitudes. From this context, it can be stated that language and culture are closely interrelated and it seems impossible to study a language without incorporating its culture. Some scholars went further and argued that culture and language are twins; it is hard to distinguish between these two concepts (Han, 2010). In the same line of thought, Tang (1999) viewed that culture and language are synonymous. On one hand, culture is embedded in the language, on the other one; it is the language which enables people to express their cultural thoughts and to communicate. Likewise, both Mitchell and Myles (2004) believed that "language and culture are not separate, but are acquired with each other" (p. 225). Language is a vital element of culture; it is a mirror that reflects and conveys one's attitudes, beliefs and thoughts. Thereby, Wei (2005) pointed out that language functions both as a means of communication and a carrier of culture. Language without culture is inconceivable and vice versa.

The issue of the interrelationship between language and culture has been also tackled by the eminent professor Kramersch (1998, p. 3) who identified three ways of how language and culture are closely related and bound together. She stated this interrelationship in three statements. First, “language expresses cultural reality” (Kramersch, p. 3). This means that words and expressions are used to reveal and describe various facts, feelings, values and views that are common among group of people in a particular society. Second, “language embodies cultural reality” (Kramersch, 1993, p. 3). It is through language people provide a significance to their daily life, activities and practices. The members of the community give meaning to their experiences through the medium they choose to communicate, whether verbally or non verbally to create meaningful messages. Third, “language symbolizes cultural reality” Kramersch (1998, p. 3). It implies that the speakers of a particular language consider their language as social identity.

To illustrate the close relationship, some scholars have used metaphors to clarify the real relationship between the two concepts and how much language and culture are linked. Jiang (as cited in Zu, 2009) clarified the link between the two concepts, language and culture, through the following views:

- **From a Philosophical View:** according to this view culture together with language form a living organism. In this regard, language is flesh and culture is blood. This clearly points out that without culture, language would not exist; without language, culture would have no shape. In other words, culture without language is inconceivable and vice versa.

- **From a Communicative View:** If communication is considered as swimming, culture is water and language is the swimming skill. Therefore, if you are not skillful in swimming you will not be able to delve and if there is no water your skill will be meaningless. Conclusively, language and culture should be accompanied if we want our messages to be understood and our communication to be successful.

- **From a Pragmatic View:** Jiang (as cited in Zu, 2009) considered communication as transportation. According to this metaphorical view, language acts as a vehicle while culture is the traffic light. That is to say language and culture are related in the sense that language greatly helps to conduct a successful communication whereas culture regulates and filters communication.

Consequently, and from all what has been said about the relationship between culture and language, it is clearly remarked that most researchers and scholars admit the fact that there is a very affinity between language and culture, but what about its relation with communication ?

2.4. Culture and Communication

2.4.1. Culture and Communication Relationship

“Communication is the process of expressing ideas and feelings or of giving people information” (Oxford Advanced Learners Dictionary, 2005, p. 304). This means that communication is the transmission of thoughts and information. It is the ability to make meaning and achieve effective discourse whether using verbal or non verbal communication. The question that rises here is: to what extent are culture and communication related ? Does culture affect the communication process?

It is commonly accepted by many scholars and linguists that cultural differences among interlocutors very often lead to misunderstanding. According to Samovor, Porter and Jain (as cited in Thanosoulas, 2001, p. 8)

Culture and communication are inseparable because culture not only dictates who talks to whom , about what, and how the communication proceeds, it also helps to determine how people encode messages, the meanings they have for messages, and the conditions and circumstances under which various messages may or may not be sent, noticed, or interpreted.....Culture.. is the foundation of communication

Considering the above quote, the relationship between culture and communication clearly appears. Culture helps to make communication successful as it prevents misunderstanding or misinterpreting the received message. Understanding the message depends on how much the sender and the receiver know about each others' culture, especially when it comes to non verbal communication which can commonly lead to misunderstanding as it may differ from one culture to another.

This implies that if the interlocutors or language users share and understand each others' cultures, this will ensure the success of communication. This view was hold by Babcock (1996, p. 19) who argued, “when communication takes place within the home culture, individuals are instinctively aware of the context and less likely to misinterpret the transmitted message”. Infact, people who share the same culture will understand correctly the transmited message whether verbally or non verbally. In the same vein, Kramersch (1994, p. 105) pinpointed the link between culture and communication as “local link” which is inseparable.

In nutshell, language, culture and communication are three inseparable elements as Tomalin and Stempleski (1993, p. 105) asserted “communication, language and culture cannot be separated”. EFL teachers, thus, cannot afford to gnore the importance of integrating culture in their courses. In this sense, culture should be evolved into language teaching classrooms. So, what is the significance of culture in teaching FL and how can it be integrated?

2.4.2. Culture and EFL Learners' Communicative Competence

The majority of theoriticians and scholars agreed that communicative competence is the ability to use appropriate language in its proper situation. This implies that to be communicatively competent in a language, one needs to learn the culture of that language. EFL teachers should expose their learners with sufficient cultural knowledge if they want to foster their learners' ability to communicate.

Hymes (1972) asserted that linguistic competence solely is not enough to have a competent speaker in that language. To be able to communicate successfully in the TL, learners should be exposed to the culture of that language. The cultural awareness of the learners should be increased. In fact, cultural awareness falls into the category of the pragmatic aspect of communicative competence which is described as the ability to understand different modes of thinking and living of members of a culture and thus behave appropriately and not be seen odd or impolite. Lado (as cited in Thonasaoulas, 2001) pointed out that insufficient knowledge of the cultural norms would easily lead to negative transfer from the native language to the TL. Thus, inappropriate transfer may lead to misunderstanding or problems in the communication process since what is approved in a culture may not be acceptable in another one.

For this reason, it is reasonable to acknowledge that EFL teachers should introduce culture to their learners as “culture enhances or even inhibits communication” (Thonasaoulas, 2001, p. 3). Successful EFL communicative competence hardly ever takes place unless EFL learners obtain cultural knowledge of the language they are learning as communicating internationally inevitably involves communicating interculturally.

2.5. Teaching Culture

2.5.1. Historical Background of Teaching Culture

In the past decades, language learning has been restricted to teacher-centred teaching. Thus, many researchers advocated the view that culture was not formally recognized in language education before 1960. Instead, culture in the classical languages, Greek and Latin, was integrated to translate the works of literature. Learners were acquainted with the TC through the poems and novels they were reading.

Risager (2007) averred that culture has always been in the content of education, though it was till 1960's that culture pedagogy began to develop, "Language teaching has admittedly always had cultural dimension in terms of content, either universal or national" (p. 4). The sixties were the time when Brooks (1968, cited in Clouet, 2005) put great emphasis on the importance of culture in language learning not just for the study of literature. Thus, it can be said that cultural awareness has its beginning in the 1960's and 1970's. The seventies teaching methods reinforced the emphasis on the context and the situations of FL teaching and learning.

After 1970's, following the communicative turn in language pedagogy and by the development of the communicative approach, many educators affirmed that effective communication is not feasible unless linguistic competence is adapted properly to the social variables such as age. CLT emphasized the role of culture in FL teaching in that it largely stressed the role of the socio-cultural situations in learning the TL (Richards & Rodgers, 1986). Therefore, many teacher – oriented texts in this era included detailed chapters on the significance of teaching culture in EFL reflecting the main aim of the CLT approach which is communication within the cultural context of the TL

In 1990, the importance of teaching culture had considerably increased. It was emphasized by a larger number of researches and writings such as those of Kramsch (1993) and Brown (2003). All of the eminent authors asserted that teaching a language is teaching its culture. In this era, the technological development immensely helped the EFL teachers to transmit the TC effectively and properly.

To sum, according to the to the history of culture in language teaching, it could be acknowledged that culture has been taught, explicitly or implicitly, in all the teaching methods and approaches. In the teaching centred approaches, culture was introduced implicitly focusing on big C culture. Then, culture has continued to be taught until contemporary time with subjects such as lifestyle, food and usual habits. In a word, most scholars have recognized that teaching language should go hand in hand with its culture. So, what advantages can be derived from teaching culture

in the EFL classes? What effect can the integration of culture have on the learning-teaching process ?

2.5.2. The Significance of Culture in Teaching the EFL

Many EFL educators and professionals advocate the view that culture should be integrated in the EFL classes. They agree that it is not feasible to teach a EFL without teaching its culture. Seelye (1993) pinpointed that “the study of language cannot be detached from the study of culture” (p. 22). This clearly indicates that it is not possible to imagine a successful learning process of a TL without involving its cultural elements. Some scholars asserted that one of the main roles of EFL teachers is to transmit its culture. Politzer (1959, cited in Saluveer, 2004) claimed that teaching culture is a duty of any EFL teacher. She claimed:

As language teachers we must be interested in the study of culture....Not because we necessarily want to teach the culture of the other country but we have to teach it. If we teach language without teaching at the same time the culture in which it operates we are teaching meaningless symbols. (pp.100-101)

In this sense Politzer believed that teaching culture is one of the core and crucial concerns and missions of any EFL teacher. Simply, it is inevitable to teach a language without its culture but why is such emphasis on culture?

Scholars assumed that if culture is integrated with the study of language, learners are expected to benefit from their language learning (Omaggio & Hadley, 1986). According to Steiner (1971), studying culture renders the study of SL enjoyable and tangible. Many other authors like Klayman, 1976; McKay, 2002 supported the view that integrating culture in EFL classes stimulates learners' interest. Culture learning, thus, can be a motivator for language learning as learners are usually so keen to know more about people of the TL. Similarly, Shumin (1997) asserted that

learning about culture motivates students to learn languages. This implies that incorporating culture in EFL learning classes greatly breaks the routine and make the course more vivid.

Besides, culture is an important element in the EFL teaching-learning process since it makes learning meaningful. Understanding the TC helps to rightly understand the TL. Thus, EFL learners do need to learn about the TC to truly comprehend the language. Language learning is often second culture learning and that understanding the culture may lead to the understanding of language and, therefore, cultural competence supports linguistic competence for better performance (Brown, 1986). In other terms, learners should be exposed to the TC if it is aimed to make learners more interested and, hence, learn more about the TL.

Furthermore, and more importantly, culture helps EFL learners to communicate effectively. It is emphatically agreed by a large number of scholars and investigators in EFL that linguistic competence solely is not enough for EFL learners to be proficient in that language. "Students will master a language only when they learn both its linguistic and cultural norms" (Peterson & Coltrane, 2003, pp. 1 - 2). Similarly, Peck (2011) asserted that it is very important to know about culture to communicate effectively since to transmit an intended message properly in th TL, it is needed to know the cultural conventions of that language to not make oneself seems odd or impolite. The process of learning EFL should be accompanied with its culture. The latter will immensely help the learners to convey their attitudes appropriately. Not knowing the cultural component of language is problematic as the ability to communicate in a language requires ability to act appropriately considering the culture associated with the language (Omaggio & Hadley,1986).

Thus, in EFL teaching and learning knowing about the culture is important for effective communication. For instance, EFL learners should know that each culture follows special rules regarding formal and informal address and conversational routines. Likewise Canale and Swain (1980) clearly averred that it is important to teach culture to make EFL learners able to meet their

communicative goals. Some FL communication situation examples demonstrated that the cultural contents of the TC needed to be integrated into FL teaching to avoid misunderstanding even when people are using correct FL linguistic forms.

From what has been mentioned, one comes up with the conclusion that the integration of culture in EFL classes has a positive impact on the learning process. “Students will master a language only when they learn both its linguistic and cultural norms” (Peterson & Coltrane, 2003, pp. 1- 2). This denotes that one cannot be a proficient in a language without knowing its culture; to truly acquire higher levels of linguistic skills, one must become proficient in both the language and the culture in which it is used. Actually learning language without its cultural feature is incomplete process because culture could serve as a support for learners' linguistic competence. Thus, culture learning can greatly contribute to the success in language learning as Tseng (2002, p. 13) claimed, “success in language learning is conditional upon the acquisition of cultural knowledge: language learners acquire cultural background knowledge in order to communicate, and increase their comprehension in the target language”.

Thus, culture is of a paramount significance in teaching EFL in the sense that it immenses the learners' ability to communicate properly and encourages them to make efforts to be good at the TL. In other term, culture has a significant role in the EFL teaching and learning process. Actually, many educators have set different aims for teaching culture. Below are some.

2.5.3. Aims of Teaching Culture

If culture is to be an integral part of the EFL teaching certain goals should be thoroughly set. Many scholars put forward various goals that they could be helpful to decide what to teach, when and how.

Lafayette and Schulz (1997) believed that culture is taught to acquire:

- **Knowledge:** “the ability to recognize cultural information or patterns. The goal focuses on factual information about selected patterns of the target culture, the student's ability to recall, recognize, and describe cultural information” (Lafayette & Schulz, p. 581), in this sense teaching culture aims at developing learners' consciousness and cognition about the TC, for instance learners will be able to recognize the major geographical features of the target country.
- **Understanding:** “the ability to explain cultural information or pattern(s). The student needs to comprehend a cultural pattern in terms of its meaning, origin, and interrelationships within the larger cultural context. This goal presupposes not only factual knowledge, but also implies reasoning ability. Students should see the logic of a pattern in its own cultural context” (p. 581).
- **Behavior:** “ the ability to use cultural information or pattern(s). This objective refers to behavioral skills ” (Lafayette & Schulz ,1997, p. 582) ,i.e. teaching culture aims at enabling learners to behave properly in real situations.

Teaching culture, therefore, aims to make learners accept and respect cultural diversities. Chastain (1988) argued that in language classes where intercultural understanding is one of the goals, students become more tolerant towards TC and knowledgeable about their own culture.

On their parts, Tomalin and Stempleski (1993) viewed that cultural instruction should help students to:

- Understand that all people exhibit culturally conditioned behaviours
- To become more aware of conventional behaviour in common situations in the target culture i.e., learners become more aware of how people of the TL are governed by conventions that enable them to behave properly in the most situations in the TC.
- Be conscious how the social variables such as age, social class and gender can greatly affect people's speech and behaviour.
- To increase their awareness of the cultural connotations of words and phrases in the target language.

- To learn how to behave appropriately in the most common ordinary contexts in the TC.
- To develop the necessary skills to locate and organize information about the TC.
- To arouse eloquently learners' interest about the TC and to empathize with other cultures.

The two authors Byram and Risager (1999) summarized the goals for teaching the cultural aspects into four statements. First, teaching culture will develop learners' understanding of their own culture and the other's cultures. Secondly, learners would improve their intercultural understanding through finding the similarities and differences between the two cultures. Thirdly, teaching culture aims at developing learners' critical thinking and attitude towards the TC. Lastly, culture is taught to motivate learners to study the TL and to develop their tolerance. In the same vein, Krasner (1999) argued that the core aim behind teaching culture is to develop learners' cultural awareness; that is to say making learners accept the others' cultures. In this trend, they would cultivate “non-judgmental evaluation” towards the target rules and norms.

To achieve the aforesaid goals, educationalists and researchers have elaborated approaches and techniques, so what are these approaches and techniques?

2.5.4. Approaches to Teaching Culture

Teachers who are aware of the necessity of integrating culture into their language lessons often face the question of which culture approach to be adopted to transmit the cultural features. In the history of teaching culture many approaches have been identified, among them the followings:

2.5.4.1. The Comparative Approach

As its name denotes, this approach aims to provide insights to both cultures: the TC and learners' native culture and recognizing both the similarities and the differences between the two cultures. This approach draws on the learners' own knowledge, beliefs, and values which form a

basis for successful communication with members of other culture. Byram and Planet (2000) stated,

So the comparative approach does involve evaluation but not in terms of comparison with something which is better, but in term of improving what is all too familiar. The comparison makes the strange familiar and makes the familiar, therefore, easier to re-consider (p. 189)

In this sense, this approach is very helpful to understand thoroughly the others' culture. Additionally, the core emphasis of this approach is to provide a double perspective, however; it does not mean that the learner has to decide which culture is better . The process of comparison will lead to better understanding of both the TC and learners' culture. In other terms, learners will accept and appreciate the differences among cultures.

2.5.4.2. The Multicultural Approach

It is based on the idea that a range of cultures could exist within one culture. This approaches focuses on the fact that cultures are not monolithic (Saluveer, 2004). Thus, it develops in learners a sense of empathy towards others' cultures.

2.5.4.3. The Trans-cultural Approach

Nowadays, because of globalization and world-wide communication, cultures are intertwined with each other. This reality makes the English language "a global language". For example, an Algerian speaker might communicate with a Spanish speaker using English as a medium. Risager (1998, p.12) postulated that this approach “deals with the foreign language as an international language”. In this respect, the main focus of the trans-cultural approach is to enable learners to communicate.

2.5.4.4. The Mono-Cultural Approach

Such approach focuses totally on the TC. It does not tackle the learners' own culture and does not make any analogy between the two. This approach seeks to develop a near native-like communication skills (Risager, 1998).

2.5.4.5. The Theme based Approach

It is also called "the thematic approach". It is based on introducing some themes of the TC such as: humour, family and education. It attempts to exhibit ethics, standards, and moral values of the TC so that learners can get a deep understanding of it. Nevertheless, one of the difficiencies of this approach is that it presents fragmented views about the TC, this may often lead to stereotypical about it. (Saluveer, 2004).

2.5.4.6. The Topic -Based Approach

This approach is based on a thorough and complete subject about a bunch of cultural issues. The topic-based approach gives an integral insight into the TC. Wisniewska-Brogowska argued that a topic-based approach may tackle "key elements of current British life, such as classes, education and health, not in isolation but within a series of unifying contexts" (2004, p. 35).

2.5.4.7. The Problem – oriented Approach

This approach aims at encouraging learners to discover the TC by themselves through making a research about a particular topic which the teacher gives. Therefore, it is recommended that EFL teachers choose topics and issues that attract learners' interest and curiosity and, at the same time, consider learners' levels and proficiency in the TL. Seelye (1993) postulated that "rather than be told to read a book on the general topic chosen, students can be taught to skim and to read carefully only limited sections to their specific area of interest" (p. 47).

2.5.4.8. The Task-oriented Approach

Similar to the previous approach, learners discover the cultural elements through doing researches, but, unlike the problem oriented approach, learners do the research not individually but rather collectively in group or in pairs (Saluveer, 2004). It is believed that group work enhances learners' understanding the TC.

2.5.5. Common Techniques and Activities to Teach Culture

In order to get a comprehensive picture of the TC from many angles, EFL teachers need to present their learners with different kinds of information from different sources. Teachers should adopt various methods and techniques to help their learners to overcome the difficulties in FL language learning and culture learning as well; since, as stated before, teaching a language means teaching its culture. Thus, if the aim is to make teaching culture a thrilling experience for both teachers and students various techniques and activities have been suggested. Scholars asserted that the use of diverse techniques is a key to ensure success in addressing different learning styles. Below some ways and techniques to teach culture as proposed by educators and FL teaching experts.

2.5.5.1. Culture Assimilator

It is introduced by Fiedler, Mitchell, and Triandis (1971). It is a brief description of critical incident of cross-cultural interaction that may be possibly misunderstood or misinterpreted by the students. In this method, learners are asked to read the description of the incident or the situation where the interaction is between a person from the TC and one person or more from other culture. In this interaction, misunderstanding occurs then, learners choose one answer among four options which have been given. Later learners discuss with their teachers about the correctness or the

incorrectness of their responses, why the behavior described is "correct" or "incorrect" (Saluveer, 2004). Accordingly, this method promotes a sense of empathy towards other cultures.

2.5.5.2. Culture Capsule

It is introduced first by Taylor and Sorenson (1961). Chastain (1988) argued that culture capsule is a description of one aspect of the TC followed by a discussion of similarities and differences between the cultures. The teacher gives a set of questions to stimulate class discussion about the similarities and differences. This discussion is supported by some visual aids (Saluveer, 2004). Cultural capsules are activities that keep EFL learners involved in the discussion (Chastain, 1988). In this respect, such technique seems to aim at enhancing learners' tolerance towards cultural differences. Though culture capsule does not present a full picture of the TC, it still remains a key way to “pick out those key cultural differences which are especially difficult for the outsider to understand on the basis of his own life experiences” (Taylor & Sorenson, 1961, p. 350).

2.5.5.3. Culture Aside

It is considered as one of the most frequently used methods to introduce some of the cultural elements of culture. It is unplanned and a brief explanation of certain elements of cultures (Chastain, 1988). The teacher usually provides cultural knowledge and glimpses about the TC when it comes up in a text. Stern (1992) stated that “cultural asides are items of cultural information offered by the teacher as they present themselves in the course of language work” (p. 224).

2.5.5.4. Role Play

This technique is used so as to help learners to interact with one another, for example role playing a phone conversation. It strongly develops learners' self-confidence in the sense that it trains them to perform and act properly in real contexts. It is considered as one of the most efficient techniques to teach culture since it gives chances to students to act and rehearse various and

appropriate cultural behaviours. Moreover, role plays can help students to understand a miscommunication that is based on cultural differences. For instance :

After learning about ways of addressing different groups of people in the target culture, such as people of the same age and older people, students could role play a situation in which an inappropriate greeting is used. Other students observe the role play and try to identify the reason for the miscommunication. They then role play the same situation using a culturally appropriate form of address. (Peterson & Coltrane 2003, p.2)

2.5.5.5. Holidays and Festivals

Talking about holidays is helpful to integrate culture in EFL classes. Wintergerst and Mcveigh (2011, p. 139) asserted “knowledge about holidays can also provide important schema or background information for future occasions and interactions”. Discussing holidays enhances learners' knowledge about the TC and other cultures in the sense that such discussion will raise a debate among learners about the similarities and the differences between their culture and others' cultures in terms of holidays and festivals.

2.5.5.6. Quizzes

They are considered as entertaining and funny technique for teaching culture. Learners are supposed to make a bunch of guesses to get the right answer. According to Cullen (2000), it is not as vital for the learners to give the right answer as to keep learners trying and motivating them to learn more about the TC. Generally speaking, quizzes are used to check how much knowledge learners have about the TC and to teach them new things and information about the TC and other cultures.

2.5.5.7. Authentic Materials

According to Peterson and Coltrane (2003), the use of authentic materials from the native speaking community is very helpful to engage students in authentic cultural experiences. Authentic materials do facilitate comprehension and render TC teaching an exciting experience. Bacon and Finneman (1990) pinpointed that authentic materials “are motivators and a means to overcome the cultural barrier to language learning” (p. 461). These materials may include films, television shows, photographs, magazines, restaurant menus and other printed materials (Peterson & Coltrane, 2003). Kramsch (1993) asserted that the use of visual aids is of great significance to facilitate both comprehension and communication. For instance, historical films may be used to give students a view and knowledge about the target community and its culture. Furthermore, films and visual aids are good ways to teach non verbal communication and make a behaviour or a situation that it is obscure in a text more comprehensive. Films serve also as a good mean to provide the learner with a significant source of cultural information like gestures and body language (Peterson & coltrane, 2003; Wintergerst & McVeigh, 2011)

To sum up it briefly, there are various sources and techniques for teaching culture. However, it should be stated that when adapting one of the given strategies or techniques to present culture, learners' level and proficiency in the TL should be considered to adopt the right strategy.

Conclusion

The chapter, Incorporating Culture in EFL Classes, is an attempt to shed light on the notion of culture: its definition and its themes. It also examine the interwoven relationship between language, communication and culture. Moreover, and in order to trace back the history of culture in EFL classes, the chapter provides an overview of the historical background of the development of teaching culture. Then, the significance of integrating culture in EFL classes along with the

common approaches as well as the main techniques that may be adopted to introduce culture to EFL learners are discussed.

Consequently, in the view to what has been discussed in this chapter, no matter how experts and educationalists have defined culture, the latter remains an important component of language teaching. Great majority of scholars are of the opinion that language teaching means culture teaching. Hence, EFL learners need to be exposed to some knowledge about culture in order to be able to interpret the TL linguistic form and to communicate properly in that language. Thus, to facilitate the mission for EFL teachers, educators have provided various methods and activities that may render learning culture both interesting and meaningful.

However, while it is apparently clear that culture is of a paramount importance in learning EFL and its merits imposed the fact that culture should be a core part in any textbook, a question arises: does the Algerian textbooks, precisely book of SE3, include sufficient and adequate cultural content in its parts? This what it will be investigated in the next chapter.

CHAPTER THREE:

Evaluation of the Cultural Content of " New Prospects"

Introduction

3. Textbook Evaluation

3.1. The Role of the Textbook in EFL Classes

3.2. The Importance of Textbook Evaluation

3.3. Checklists for Textbook Evaluation

3.4. Cultural Evaluation of " New Prospects "

3. 4.4.1. Analysis of the Results

3.4.4.2. Discussion of the Results

Conclusion

Introduction

Teaching materials exert a considerable role and influence on the teaching – learning process. Among these materials is the textbook which is considered as one of the main sources of the input for both teachers and learners. Consequently, it is not hard to notice that the great majority of the Algerian English teachers, most of the time, take the English textbook as the only or indispensable resource for everyday teaching. Learners are made to spend much time in doing textbook related activities in the classrooms. Moreover, textbooks in EFL classes are one of the main sources of culture where learners are supposed to meet some of the cultural features of both the TC and the non-target culture (NTC).

Therefore, and in order to answer some of the research questions, this chapter is devoted to evaluate the cultural content in the textbook of SE3. It tries to answer these two main questions: how much cultural content is included in "New Prospects" and is it satisfactory ? Thus, the current chapter firstly demonstrates the importance of the textbook in teaching – learning process. Then, types of textbooks in terms of their cultural content are highlighted. After that, and since the prime focus of the current chapter is the evaluation of the textbook, the concept textbook evaluation is defined as well as its importance in language teaching. Moreover, the chapter introduces some of the checklists which have been set by educationalists and scholars to evaluate the cultural content in textbooks. Based on these checklists, the researchers adapted a checklist to evaluate the textbook of SE3, "New Prospects ". Then, the findings of the evaluation are displayed and discussed to draw firm conclusions.

3. Textbook Evaluation

3.1. The Role of the Textbook in EFL Classes

Almost all teachers need a textbook in their hands to help them to transmit knowledge systematically to their learners. According to Sheldon (1988), a textbook is a published book which is designed to help learners to develop their linguistic and communicative abilities. In this sense, the textbook is a teaching material used to increase learners' knowledge and skills in a given subject. Most linguists and educators agreed that textbooks are important materials in language learning. O'Neill (1990) stressed that textbooks are of a paramount importance since they provide materials which are well presented and allow teachers to adapt to what and how to teach. Grant (1987) went further by asserting that it is very difficult to teach without the textbook. In fact, in most cases, textbooks are of good help to understand the syllabus; they also provide sufficient coverage of the content.

Cunningsworth (1995) asserted that the textbook can perform manifold of functions in English language teaching. For him a textbook can be a resource for presenting materials, a source for self-directed learning, a reference source for learners and novice teachers. This implies that a textbook can be used as a tool for revision and to consolidate one's knowledge. Similarly, Cortazzi and Jin (1999) averred that a textbook may act the role of a teacher, a map, a resource, a trainer and an authority. In this view, the textbook can be a primary source that can both teachers and learners refer to.

The educator Richards (2001) asserted the significance of the textbook in the teaching profession by claiming that any learning program may be meaningless or has no influence unless it has a textbook. This is because it offers structure and ensures similar contents and forms of assessment.

Despite of the great importance of the textbook, it should be stated that the textbook still remains just an instrument or a tool to teach and to learn a language. Graves (2000) put a meaningful analogy about the textbook. He compared it to a piano, claiming that piano is just a tool for music “but it can't produce music on its own ,the music is produced only when you play it” (p. 175) ; and a lot depends on how much you are skillful. Similarly, the textbook is just an instrument to teach and it depends on how much the teacher is creative, adaptive and selective. Thus, EFL teachers should be flexible to meet their learners' needs and interests.

3.2. Importance of Textbook Evaluation

In language teaching textbook evaluation is conducted to check whether the textbook fits the official curriculum and whether it fits learners' interests and needs. In this sense, it shows how a textbook can be improved or justified because it gives information regarding the effectiveness of the course content. Textbook evaluation is of great value for teachers, administrators, and material developers. According to Hutchinson and Waters (1987) textbook evaluation is “ a matter of judging the fitness of something for a particular purpose ” (p. 96). This implies that textbook evaluation helps to develop and to improve a given a book. Thus, every single book used to teach should be evaluated (Ellis, 1997). For Littlejohn (1998) textbook evaluation provides insights into textbooks. Similarly, Cunningsworth (1995) viewed that textbook evaluation helps to identify the merits and demerits of a particular textbook. Alderson (1986, as cited in Brown & Rogers, 2002, p. 227) stated that evaluation is “ the process of seeking to establish the value of something for some purpose ” . Therefore, to conduct properly a textbook evaluation, educationalists have designed and set checklists, so what is meant by a checklist ?

3.3 . Checklists for Textbook Evaluation

3.3.1. The Role of Checklists in Textbook Evaluation

For Stufflebean (2000) checklists are designed to facilitate the evaluation and helps to evaluate the textbook in an effective way since they help the evaluator not to forget any item during the evaluation. According to Cunningsworth (1995) checklists are of a paramount benefit since they provide a systematic way to ensure that all relevant items are considered . In this respect, checklists present a common framework for decision making. Consequently, a number of scholars and educationalists such as Sheldon (1988), Harmer (1991), Skierso (1991) and others have proposed the use of checklist to enable the examination of the appropriateness of the textbook.

3.3.2. Common Checklists for Evaluating the Cultural Content of Textbooks

As it has been mentioned previously, textbooks are one of the sources of teaching culture. Thereby, it is necessary to evaluate the cultural content of such books. Educators suggested different guidelines and models that may be used for this purpose. Among these are the following:

3.3.2.1. Skierso Checklist

Skierso (1991) claimed that to evaluate the cultural dimension of a textbook, it is necessary to examine how much cultural elements are integrated in texts, dialogues and exercises. Also, it is crucial to examine whether the provided cultural contexts help learners to deal with various social situations that they may find themselves in.

3.3.2.2. Sercu Checklist

Sercu (1998) suggested four dimensions to evaluate the cultural content in textbooks:

- **Representativeness and Realism:** it sees the extent to which reality of the TC is depicted in the textbook.
- **Textbook Characters:** the characters have to be an ideal representative sample of the TC.
- **Language:** the language should be clearly analysed.
- **Cultural Content:** the cultural content should be scrutinized to see whether it represents the TC as a fact or pushes the learners to think critically on these facts to develop intercultural understanding.

3.3.2.3. Ferit Kilickaya Model

Ferit Kilickaya (2004) proposed these guidelines to evaluate the cultural content of any textbook:

- Does the book suggest how the cultural content may be handled?
- What learners' characteristics does the book address?
- Does the book suggest any role that the teachers using it should have?
- Does the book include a variety of cultures or just specific ones such as British or American cultures?
- Does it present reality about the target culture or the author's view?
- Where is the culture information taken from? The author's own ideas or empirical research?
- What subjects does it cover? Are these specific to the target culture? Are there any topics that might not be culturally suitable for the learners in class?

- What cultural and social groups are represented? Is this adequate coverage of a variety of people or is this limited to a chosen group? If so, what kind of people are these? Are there any stereotypes?
- Does the book include generalizations about the culture? Does it inform the audience of the fact that what is true of the parts is not necessarily true of the whole?
- Is the cultural information presented with comments such as being good or being bad? Or is it presented without such comments?
- Are there illustrations? If so, are these appropriate to the learners' native culture? Would additional information be necessary to explain them or are they self-explanatory?
- What are the activities asked of the learners? Are they familiar to the learners?
- Would a teacher using this book need specialized training to be able to use it or is there enough information given?
- What are the learners supposed to do with the cultural information such as using actively or just be aware of it for a better understanding of the target culture?
- What is your overall view of the textbook?

3.3.2.4. Byram's Model

Byram's checklist of evaluation includes the following :

- Social identity
- Beliefs and behavior
- Social and political institutions
- Socialization and life cycle (families, schools, employment)

- National geography
- National history (historical and contemporary events seen as markers of national identity)
- Social interaction differing levels of formality
- Stereotypes and national identity .

(cited in Cortazzi and Jin, 1999)

3.4. Cultural Evaluation of the Textbook " New Prospects "

3.4.1. General Presentation of "New Prospects"

The target textbook for the current study, entitled " New Prospects ", is designed for EFL learners of the third year in the Algerian secondary schools for all streams. It complies with the new English syllabus, it is apparently designed according to CBA." New Prospects " textbook was introduced for the first time in 2007 by the Ministry of National Education to replace its preceding " Comet " with the hope to foster the performance and the competence of third year learners of the secondary education in the TL. It was elaborated by Algerian educators, S. A. Arab, M. Bensemmane and B. Riche. It is composed of 270 pages.

" New Prospects " starts with "a forward" where the authors illustrate thoroughly the main assumptions and objectives that are supposed to be fulfilled. Furthermore, the pages (5-7) clearly describe the main features and parts of the book to facilitate the use of it by teachers and learners as well. Additionally, and to make things clearer for teachers, "a book map" (Arab, Bensemmane, & Riche, 2007, pp. 8-11) is provided to clarify the main objectives and skills that should be achieved and enhanced in each unit.

To meet learners' needs and to satisfy their interests, " New Prospects " depicts various topics and subject matters. It comprises of six different units which are : " Exploring the Past ", " Ill Gotten Gains Never Prosper ", " Schools: Different And Alike ", " Safety First ",

" It's a Giant Leap For Mankind", " We Are a Family". Each unit has a theme and a topic. The themes are respectively: ancient civilizations, ethics in business: fighting fraud and corruption, education in the world: comparing educational systems, advertising, consumers and safety, astronomy and the solar system and lastly: feelings, emotions, humor and related topics.

All the units of the SE3 textbook have the same layout. All of them end with a project which topic is directly related to the theme of the unit with a song or a poem . Additionally, each unit is divided into two parts: "Language Outcomes" and "Skills and Strategies Outcomes". The first part, which main concern is to provide learners with the essential linguistic means of the language, is divided into two sequences: " Listen and Consider " and " Read and Consider ". The first part ends with a rubric called "Take a Break" which is considered as a space to relax before moving to the second part. The part "Skills and Strategies", as the first part, is divided into two sequences: "Listening and Speaking" and " Reading and Writing". This part aims to enhance learners' compositional skills and communication strategies.

" New Prospects " includes 12 listening scripts related to the units. It also provides the learner with a grammar reference to be used as a guide to understand and revise the lessons that have been dealt with in each unit. Moreover, it includes extra texts that might be used by teachers to consolidate learners' understanding or be adopted in exams.

3.4.2. Procedure of the Evaluation

As it has been highlighted previously, textbook evaluation is of paramount help for teachers and designers to ameliorate the textbook content. Since the latter is one of the main sources of culture, the present chapter tries to evaluate the cultural content in the secondary school textbook " New Prospects ". This book has been chosen because students have already

studied English for at least six years. Students at this level supposedly have acquired a good level of proficiency at English and it is time to foster their cultural and intercultural knowledge. The goal of the analysis is to uncover and investigate the proportion devoted for the cultural content and to find out whether this content is adequately presented.

To do so, "New Prospects" was evaluated in stages. The first step and in order to know its cultural content in details, the textbook was explored unit by unit and page by page. The pages that include culture were counted. Then, the proportion of culture in each unit was scored. After that, based upon previous studies, a cultural checklist was adapted to study the cultural content of SE3 textbook. This checklist is composed of nine questions that had to be answered in a form of a table so as to decode consistently how culture is manifested and elaborated in "New Prospects". These questions are the following :

1. What type of culture is presented in the textbook: TC and/or NTC ?
2. Does the textbook provide adequate knowledge about the appropriate behaviour in the society of a different culture?
3. Does the cultural content raise debate among learners' about the differences and similarities between native culture (NC) and non-native culture (NNC) ?
4. Which cultural theme is the dominant (big C or small c culture)?
5. How is the cultural content integrated (in texts, tasks, dialogues or in pictures) ?
6. Does the cultural content suit learners' level and cultural background?
7. Does the textbook incorporate examples of nonverbal communication of other cultures and quizzes that assess learners' cultural competence?
8. Does the textbook include authentic written texts to present the cultural content?
9. Does the cultural content incorporate some well-known persons from different cultures?

Then, an analysis was elaborated for each question and a conclusion was drawn.

3.4.3. Frequencies and Percentages of Culture in " New Prospects "

Table 3.1

Percentage and Frequency of Culture in Each Unit

Unit Number	Page Number	F	%
01	14,15,16,17,18,19,20,21,22,23,24,25,26,27,28,30 31,32,33,34,35,36,37,38,39,40,41,42,44.	29	27.10%
02	45,53,54,55,59,60,61,63,66,67,68,70,73.	13	12.14%
03	74,76,79,80,81,82,83,84,85,86,92,93,94,95,97,98 99,100,101,103,105.	21	19.62%
04	106,107,108,110,111,112,121,123,126,128,129, 134.	12	11.21%
05	135,140,141,150,151,152,153,156,157,158,164.	11	10.28%
06	166,167,170,172,173,174,175,176,179,180,181, 183,184,186,188,189,190,191,192,193,195.	21	19.62%
Total		107= 39.62%	100%

As it is manifested in the table above, "New Prospects" is composed of six units. The content of themes in these six units designates that the textbook is supposed to have an interesting content that can stimulate learners' interest and enhance their skills and develop their cultural knowledge. Remarkably, the total number of pages that covers the cultural content is 107 pages which represent the percentage of 39.62% . This percentage is divided on the six units. Unit one, "Exploring the Past", has the highest frequency 29, which represents 27.10% while unit five, "It's a Giant Leap for Mankind", has the lowest percentage (10.28 %). Unit three, "Schools: Different and Alike", and unit six "We Are a Family" share the same percentage which rank the second, 19.62%. Unit two, "Ill Gotten Gains Never Prosper" takes the percentage of 12.14% and unit four, "Safety First", has a proportion of 11.21% . Hence, according to Table 3.1, all the units include some of cultural aspects with different percentages.

3.4.4. Results of the Checklist

Table 3.2

Results of the Checklist

Checklist Question	Pages Number	F	%
1. What type (s) of culture is presented in the textbook (TC and/or NTC) ?	TC: 18, 20, 30, 44, 59, 60, 61, 63, 70, 73, 76, 79, 80, 82, 83, 84, 92, 97, 98,99, 100, 101, 103, 105, 107, 108, 123,140,141,150,152,156,157,158, 164,172,174,175,176,179,180,181,183,189, 190,191, 193,195	50	46.72
	NTC: 14, 15,16, 17, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 31, 32, 33, 34, 35, 36, 37, 38, 39,40 ,41,42, 45, 53, 54, 60, 68,74, 81, 85, 86, 91, 93, 94,103, 106,110, 112, 126, 128, 129, 135, 141, 166, 167, 173, 174, 180, 183, 186, 193.	57	53.27
2. Does the textbook provide adequate knowledge about the appropriate behavior in the society of a different culture?	174, 175	02	1.86
3. Does the cultural content raise debate among learners' about the differences and similarities between NC and NNC?	59, 60, 61, 80, 82, 84,98,103,121,128,151,166, 167,174,181,183,193.	17	15.88
4. Which cultural theme is the dominant (big C or small c culture)?	Big C : 14,15,16,17,18,19,20,21,22,23,24, 25, 26,27,28,30,31,32,34,35,37,39,40,41,42,44,45, 53,54,59,60,61,68,73,74,79,80,81,82,83,84,85, 86,91,92,93,95,97,98,99,100,103,105,111,121, 123,126,128,129,134,135,140,141, 150,152,156,158,164,166,167,173,174,176, 193 191,192 ,190 ,189 ,181,186,188 ,179,180, 195.	85	79.43
	Small "c": 20,36,38,42,55,61,63,70,76,94,101,106,107, 108, 110,112,151,157,172,175,179,180,183.	23	21.49
5. How is the cultural content presented? (in texts, tasks, dialogues or pictures).	Texts: 22,23,37,38,44,54,55,66,67,73,83,84,98, 98,99,100,105,129,134,156,158,174,175,186,	27	25.23

	189,190,195. Tasks: 15,16,18,19,20,21,25,26,27,28,30, 31,32,33,34,39,40,42,59,60,61,68,79,80,81,82, 83,85,86,94,101,103,108,110,111,112 ,121,128,140,141,150,151,156,167,172,176, 179,180,181,191,192,193. Dialogues: 17,20,24,141,176. Pictures 14,15,22,27,30,32,35,36,41,45,53,61, 70,74,82,92,93,97,105,106,107,123,126,135, 141,151, 164,165,166,173,179,188.	52 05 32	48.59 4.67 29.90
6. Does the cultural content suit learners' level and cultural background?	Yes: 14,15,16,17,18,19,20,21,22,23,24,25,26,27,28,30,31,32,33,34,35,36,37,38,39,40,41,42,44,45,53,54,59,60,61,63,66,67,68,70,74,79,80,81,82,83,84,85,86,91,92,93,94,95,97,98,99,100,101,103,106,107,108,110,111,112,121,123,126,128,129,134,135,140,141,150,151,152,153,156,157,158,164,166,167,172,173,174,175,176,179,180,181,183,186,188,189,190, 191,192,193,195. No: 73,105	105 02	98.13 1.86
7. Does the textbook incorporate examples of nonverbal communication of other cultures and quizzes that assess learners' cultural competence?	No page	00	00
08. Does the textbook include authentic written texts to present the cultural content?	37,38,44,73,83,84,98,99,100, 105,156,158,164,174,175,186,195.	17	15.88
09. Does the cultural content incorporate some well-known persons from different cultures?	20,23,25,26,28,35,37,38,41,42,44,73,93,94,99,100,105,123,126,140,141,151,152,158,166,176,179,180,186,190.	31	28.97

3.4.4.1. Analysis of the Results

3.4.4.1.1. Results of Question One: What Type of Culture is Presented in the Textbook (TC and/or NTC) ?

As shown in Table 3.2, the textbook covers both TC and NTC. The proportion of the NTC is the highest, it scores a frequency of 57, which represents a percentage of 52.27%. On the other hand, the TC has the percentage of 46.72 %. This implies that more than half of the pages devoted to culture are concerned to display NTC features.

3.4.4.1.2. Results of Question two: Does the Textbook Provide Adequate Knowledge about the Appropriate Behavior in the Society of a Different Culture?

The analysis of Table 3.2 of the textbook shows that its authors do not provide enough knowledge about how to behave properly in a particular society which has different culture from the one of the learner. There are just two pages which display some information about the appropriate behaviour in the TC society, this represents a proportion of 1.86%. This clearly indicates that the textbook of SE3 is not good reference to develop learners' knowledge about what it is acceptable or unacceptable behaviour in a foreign society. This implies that " New Prospects " is poor in terms of providing learners' with knowledge about the social life of different cultures. This deficiency affects learners' cultural competence.

3.4.4.1.3. Results of Question Three: Does the Cultural Content Raise Debate among Learners' about the Differences and Similarities between NC and NNC

On the basis of the results from the table above, we notice that there is little interest to clarify and discuss the similarities and differences between NC and other cultures. There are only 17 pages which get the proportion of 15.88 % of the whole cultural content. What is noticed is that not all the units devote pages to bring out similarities and differences between

what is native and what is foreign. For instance there is no page in unit one, which has the highest percentage of culture occurrence, devoted to provide examples of similarities or differences between learners' own culture and other cultures.

3.4.4.1.4. Results of Question Four: Which Cultural Theme is the Dominant (big C or small c)?

Table 3.2 demonstrates that there is predominance of big "C" cultural themes over the small "c" culture. Only 23 pages out of the whole cultural content (107 pages) include aspects of the small "c" culture. That is to say, it gets the proportion of 21.49% while much space is devoted to topics related to big "C" culture which has the percentage of 79.43% .This clearly depicts that little interest is for small "c" culture. For instance, most of the cultural content of unit one is devoted to display some of the features of big "C" culture.

3.4.4.1.5. Results of Question Five: How is the Cultural Content Integrated: in texts, tasks, dialogues or pictures) ?

It is apparent from Table 3.2 that culture is integrated in "New Prospects" in texts, dialogues, tasks and pictures with different percentages. Almost all the cultural content appears in a form of tasks, it has the percentage of 48.59 %. The cultural content is also presented in pictures with a frequency of 32, this takes the percentage of 29.90 %. The third percentage 25.23 % represents the proportion of culture in texts. The lowest percentage is the one of dialogues, it is 4.67 % . These results indicate that there is a diversity in introducing culture.

3.4.4.1.6. Results of Question Six: Does the Cultural Content Suit Learners' Level and Cultural Background?

It is obvious from Table 3.2 that almost all of the cultural content fit the third year students' age and their cultural background. Only two pages are counted to be not suitable for students' culture and level. These two pages are on p. 73 and on p. 105 . Both of them are songs.

3.4.4.1.7. Results to Question Seven: Does the Textbook Incorporate Examples of Nonverbal Communication of other Cultures and Quizzes that Assess Learners' Cultural Competence?

According to Table 3.2, the textbook provides neither examples of non-verbal communication of other cultures nor quizzes that assess learners' cultural competence. None of the pages that incorporate some cultural aspects seek to increase learners' cultural competence through quizzes which are considered as one of the most effective ways that may be used to teach culture. Also, New Prospects does not familiarize learners with non-verbal communication such as gestures of other cultures.

3.4.4.1.8. Results of Question Eight: Does the Textbook Include Authentic Written Texts to Present the Cultural Content?

As it can be seen in Table 3.2 the percentage of authentic written texts that incorporate cultural aspects is just 15.88 %. There are 17 authentic texts which could be considered as good opportunity for students to discover some aspects of other cultures. This designates that the majority of the texts in "New Prospects" are not authentic. The textbook designers are not aware of the importance and advantages of incorporating authentic text to enrich learners' knowledge about the TL and its culture.

3.4.4.1.9. Results of Question Nine: Does the Cultural Content Incorporate Some Well-known Persons from Different Cultures?

It is apparent from Table 3.2 that the textbook incorporates some pages to introduce some well-known persons from different cultures. 31 pages, which cover the percentage of 28.97 %, include some information about famous people such as Amerigo Vespucci, Tarik Ibn Ziyad, Hernan Ferdinand Cortez and Marie Curie. This means that "New Prospects" helps to enrich the learners' knowledge about famous persons from other cultures.

3.4.4.2. Discussion of the Results

Through the analysis of the textbook of SE3 "New Prospects", it is depicted that this textbook is made up of six units with different topics. Seemingly, the book is assumed to have a rich and a fascinating content with wealthy global issues which can stimulate students' interest and foster their competencies and skills in the TL. In this sense, "New Prospects" enriches learners' vocabulary, grammar and the four skills, but what about its cultural content, is it satisfactory ?

According to the statistics elaborated in the previous displayed results in both tables, Table 3.1 and Table 3.2, culture content is present in all the units. "New Prospects" devotes 107 pages to incorporate some cultural aspects and items. These pages has the percentage of 39.62 %. This implies that culture is not the main concern of textbook designers; the Algerian curriculum still focuses on linguistic competence (grammar, vocabulary and pronunciation). It is safe to assert that the textbook under study is almost free from culture activities or drills. Even in tasks where culture is integrated, the aim is to develop linguistic competence, the objective of the lesson, most of the time, is not to develop learners' intercultural competence but, instead, to enhance their linguistic competence. This priority is given to prepare learners for the baccalaureate exam. As such it is remarked that with the considerably high number of

grammar and vocabulary tasks, learners will be focusing on language tasks and ignoring the cultural content. .

Additionally, there is a slight preponderance of NTC over the TC. "New Prospects" incorporates more issues related to NTC than the ones of the British or the American culture. For instance the theme of unit one which is ancient civilization, does not integrate any text to introduce some hints about the British history. It would have been better if the authors of the textbook had devoted at least one text to introduce the British civilization to enrich students' knowledge about history of the TC.

As for the efficiency and the adequacy of the cultural content of "New Prospects" in terms of providing learners with sufficient knowledge that may help them to behave properly in a given society, the textbook proves its deficiency in this side. This designates that "New Prospects " is not an appropriate reference for students to learn which manners are acceptable or non-acceptable in a society which is not similar to the one of the students. Also, the target textbook does not incorporate enough information about the TC institutions, festivals and traditions. Thus, it is reasonable to assert that the textbook of SE3 does not equip learners with enough intercultural knowledge that help them to communicate successfully in different situations.

Furthermore, among the 107 pages which incorporate culture, 85 pages include big "C" cultural themes whereas only 23 pages tackle issues related to small "c" cultural topics. This means that the textbook cultural content focuses much more on big "C" cultural themes while little attention is given to small "c" cultural topics such as lifestyle. Such a slight portion of small "c" is not satisfactory if the aim is to develop learners' ability to communicate and to achieve a good proficiency in the TL. It seems that the authors of "New Prospects" are not sufficiently aware of the importance of small "c" culture in developing learners' ability to

communicate. Hence the cultural content of SE3 textbook does not appear to be satisfactory to familiarize learners with issues such as customs and habits, holidays and other people's lifestyle.

Remarkably, in the view of the results depicted in Table 3.2, most of the cultural content is manifested in tasks. The cultural information is embedded in tasks which main focus is to assess learners' comprehension of a particular lesson and not to assess their cultural competence. Thus, both teachers and learners find themselves very often running their lessons and they rarely devote their times to focus on cultural issues. It is needed to notice here that since most of the cultural content is integrated in tasks, this means that it depends on the session's time whether the teacher may attract learners' attention to the cultural information incorporated in the dealt task or not. Culture is also integrated in a form of pictures, dialogues and texts. However, most of the texts are not authentic and it is the teacher who provides cultural information when it comes up in a text. Furthermore, not so many texts aim at providing learners with words and phrases that they can use to talk about different issues related to different cultures. Moreover, even when the text is devoted to present a cultural knowledge, most of these texts are not accompanied with culture oriented tasks. The student is asked to read the text to answer the grammar tasks followed each text. In fact, there are a number of texts that include glimpses of knowledge about different cultures but the analysis displayed that only four texts purely provide some knowledge about the TC. These texts are on pages 83, 84, 98, 99, 100, 174, 175, 189, 190. They are in unit three, Schools: Different and Alike, and unit six: We Are a Family which are oriented just to the literary and foreign languages streams.

Regarding the suitability of the cultural content to learners' age and their cultural background, it seems that the designers of "New Prospects" are very aware of what fits

learners' level and age. The results show that 98.13% of the cultural content is appropriate for learners. However, this cultural content does not offer learners good number of opportunities to compare between their culture and others' cultures. There are only 17 pages where learners are invited to clarify the differences between cultures. The scrutiny of the cultural content of the SE3 textbook makes it clear that just two units offer a chance to compare between the TC and the NC. These units are unit three where students are asked to compare between the Algerian educational system and the one of Britain and America. The second unit which raises a debate among learners about the similarities and the differences between the TC and the NC is unit six. So, these two cases are unsatisfactory to learn more about cultures. EFL learners are in need to be exposed to larger number of cases of comparison in order to explore the differences and the boundaries between various cultures. The designers of the book should be aware that comparison is vital to learn more about other cultures and to foster their critical thinking as well. Comparison between cultures will immensely help learners to appreciate the others' way of thinking and avoid misunderstanding.

Moreover, though quizzes are one of the effective ways to teach culture, "New Prospects" does not include any quiz to assess learners' cultural competence. This clearly denotes that the enhancement of learners' knowledge about different cultures is not one of the priorities of the Algerian textbook designers.

To sum up, "New Prospects " seems to put much focus on what it is accurate in terms of grammar and a little emphasis on equipping learners with the appropriate use of such knowledge. One possible cause of such focus on linguistic competence is that learners are not supposed to be tested on their cultural knowledge in exams. Besides, there is almost no opportunity for students to raise debates about bunches of cultural issues and differences between cultures, or to ask about cultural concepts. The cultural content of the SE3 textbook

seems to be unsatisfactory to develop learners' communicative competence. Learners need to delve in many cultural aspects of different cultures. The lack of knowledge of the key manners of a particular society, its nonverbal communication and norms cause misunderstanding and create a learner even his linguistic competence is high, his ability to communicate is very low.

Conclusion

Chapter three, Cultural Evaluation of the Textbook "New Prospects", is an attempt to answer one of the research questions, precisely the following one: how much cultural content is included in the textbook of SE3 ?

Before carrying out the evaluation, chapter three highlights the importance of the textbook in teaching learning process, the definition of the textbook evaluation and its importance. Since the checklist is vital in any textbook evaluation, this chapter briefly introduces what is meant by a checklist in addition to some common cultural evaluative checklists. On this basis, a checklist was designed and adapted to evaluate the cultural content of "New Prospects". After giving a general presentation of the textbook under study, two tables are elaborated to show the results of the evaluation. Then a discussion of the main results are elaborated to draw a firm conclusion about the cultural content.

We find out that culture exists in "New Prospects" but it is not well elaborated. The cultural content is still poor to provide learners with adequate cultural knowledge that may help them to be able to communicate in different situations that may encounter outside the classroom. Therefore, EFL teachers should adapt or adopt other activities and strategies to provide adequate cultural knowledge to their learners. However, are the English teachers in the secondary education aware of the importance of integrating culture in their classes to develop their learners' communicative competence? This what the next chapter will find out.

CHAPTER FOUR:

Analysis of the Teachers' Questionnaire

Introduction

4. Teachers' Questionnaire

4.1. Aim of the Questionnaire

4.2. Population of the Study

4.3. Description of the Questionnaire

4.4. Data Analysis

4.5. Summary and Discussion of the Findings

Conclusion

Introduction

One of the most helpful and useful instruments to collect data in a rather short time is the questionnaire. The latter is adopted for the present research to probe EFL teachers' views about the importance of culture to develop learners' communicative competence since their views are very important to test the validity of the hypothesis of the current study. Thus, this chapter is devoted to the description and interpretation of the findings of the questionnaire.

4. Teachers' Questionnaire

4.1. Aim of the Questionnaire

In order to fulfill the intended aim of the research, a questionnaire is designed to be submitted to teachers of English in the secondary education. The aim behind setting it is to gather the needed information about the topic of the present research and to probe teachers' opinions about the importance of teaching culture to enhance their learners' communicative competence, particularly their third year students. Their views are of extreme importance to test the validity of the hypothesis of the study. Another aim for using the questionnaire is to determine the level of third year students in communicative competence. Also, the questionnaire is designed to find out how often our teachers of English in secondary schools teach culture.

4.2. Population of the Study

The questionnaire is handed out to 30 third year secondary school EFL teachers. This sample is randomly chosen from different secondary schools in Tebessa and its towns. The number of the respondents of the current study is composed of both novice and experienced teachers to collect several views about the research.

4.3. Description of the Questionnaire

The questionnaire of this study starts with introduction which briefly introduces the topic of the research and requesting the informants to answer the different questions in order to get reliable information for the study.

It is made up of different types of questions: closed questions which require the participants to choose " yes " or " no " answers, or to pick up the answer that reflects appropriately their views from a number of choices, and open ended questions where the informants are kindly asked to give alternative answer. In addition, the questionnaire consists of scale item questions. Moreover, there is one ordering question where the teachers are asked to rank the activities done in the classroom. Hence this diversity of questions will help to generate various answers and views about the topic of the present research. The questionnaire is composed of four main sections which can be described as follows:

Section One: Personal Information (Q1 – Q3)

This section seeks to derive some personal information about the respondents who are asked about the degree(s) they hold, the number of years they have been teaching English and if they have been ever in a foreign country. Such questions help in a better understanding of teachers' attitudes and views.

Section Two: Communicative Competence (Q4 – Q11)

The second section intends to investigate teachers' definitions of the notion of “Communicative Competence” and if they consider it important for their learners, precisely third year students. This section is composed of eight questions. The first item in this section (Q4) aims to find out whether the teachers are aware that teaching English is not just teaching its grammar, vocabulary and pronunciation. On the other hand Q5 examines how teachers of English understand the notion of communicative competence. Moreover, section two investigates teachers' views about

their learners' level in communicative competence and what makes them unable to interact successfully in English (Q6, Q7). It also examines if teachers believe that linguistic competence only ensures effective communication or not. Q10 is meant to find out whether the textbook of the third year contains enough tasks that encourage learners to communicate effectively or not. In this section, the informants are also asked about the activities and strategies they adopt to develop learners' communicative competence (Q11).

Section Three: Incorporating Culture in EFL Classes (Q12 – Q23)

Section three is composed of 12 questions with the aim to find out whether the participants are aware of the interrelationship between culture and language and how often they deal with culture in their classes. It also explores whether learning TC is important for learners or not. Through its items section three investigates if teachers really develop their learners' critical thinking by raising their consciousness about the similarities and differences between their local culture and others' cultures (Q15). More importantly, this section intends to examine how culture is ranked among other activities done in the classroom and explores which cultural theme is taught more frequently (Q16, Q17). Additionally, the items of the third section investigate the activities and strategies adopted by teachers to transmit effectively cultural information and the sources they frequently use to transmit it (Q18, Q19). Furthermore, the third section attempts to identify the reasons that make teachers not introducing culture very often. In the end of this section, the respondents are asked to evaluate the cultural competence of their students whether it is good, acceptable or poor.

Section Four: The Role of Culture in Developing Learners' Communicative Competence (Q23 – Q27)

The last section, section four, encompasses five questions which main focus is to determine teachers' views about the importance of culture in fostering learners' ability to communicate. Section four is meant to know how often teachers provide learners with cultural knowledge (Q23). It unveils if teachers believe that language and communication are closely intertwined and whether communication can be developed without its cultural context. Also, it examines teachers' view about the significance of culture in the communicative competence (Q24). The last two questions of this section explore teachers' views about the topic of the current paper. They investigate to what extent the informants support the assumption that exposing students to culture would improve their communicative competence.

4.4. Data Analysis

Section One: Personal Information

Q1: What is your degree ?

Table 4.1.

Teachers' Degree

Option	Number of teachers	Percentage
a. License	10	33.33%
b. Master degree	10	33.33%
c. PhD	01	03.33 %
d. Degree from ENS	08	26.66 %
Total	30	100 %

The results tabulated above show that respondents have different degrees: license, master, PhD and a degree from ENS. There were ten teachers who have a license degree making up a percentage of 33.33%. 33.33% was also the proportion of the participants who have master degree

whereas those who have a diplomat from ENS are eight. On the other hand, there was only one teacher, presenting 3.33%, who has PhD degree. This diversity of degrees is of great importance to have different views about the issue discussed in the present research.

Q2: How long have you been teaching English?

Table 4.2

Teachers' Experience in Teaching English

Options	Number of Teachers	Percentage
a. Less than 5 years	09	30%
b. 5 – 10 years	13	43.33%
c. 10 – 20 years	06	20%
d. More than 20 years	2	6.66%
Total	30	100 %

Q2 mainly attempts to explore how much the informants are experienced in teaching English. As it is clearly revealed in Table 4.2, the majority of the questioned teachers (43.33%) have been teaching English between five to ten years. This means that they have an acceptable experience while nine of them (30%) have been teaching English less than five years, that is to say they are novice in their profession. The percentage of the informants who have been teaching this FL more than ten years and less than 20 years was 20 %. On the other hand, there are only two teachers who have been teaching more than twenty years. Thus, the participants of the designed questionnaire are experienced and novice teachers which means that their views and perceptions to the topic of the study would be different.

Q3: Have you ever been in a foreign country ?

Table4.3.

Teachers Who have been abroad

Option	Number of Teachers	Percentage
a. Yes	05	16.66 %
b. No	25	83.33 %
Total	30	100 %

On the basis of the table's findings, more than half of the questioned teachers, 83.33%, have never been in a foreign country whereas only five of them making up the percentage of 16.66 % had the chance to be in another country.

Section Two: Communicative Competence

Q4: Please tell us how much you agree or disagree with the following statements.

Table 4.4

Teachers' Perceptions about Teaching English

Options	Agree		Strongly Agree		Disagree		Strongly Disagree	
	N of Ts	%	N of Ts	%	N of Ts	%	N of TS	%
a.	2	6.66%	01	3.33%	15	50%	12	40%
b.	16	53.33%	09	30%	02	6.66%	03	10%
c.	18	60%	07	23.33%	04	13.33%	01	3.33%
d.	13	43.33%	15	50%	01	3.33%	01	03.33%

a. Teaching English means teaching just grammar, vocabulary and pronunciation

From the table above, it is remarked that fifteen teachers representing 50% disagree with the view which stated that English is teaching just grammar, vocabulary and pronunciation and

twelve of them disagreed strongly, they are totally against that view. However, only two respondents who represent a low portion i.e., 6.66%, agreed and believed that teaching English means developing linguistic competence. One questioned teacher strongly agreed. Therefore, it can be stated that the majority, 27 teachers, are clearly aware that English is not just grammar, vocabulary and pronunciation.

b. The knowledge of how to use the language appropriately is as important as the linguistic knowledge

According to the findings displayed in Table 4.4, there are sixteen respondents who believed that enriching learners' knowledge about the appropriate use of language is as important as linguistic knowledge, teaching language for them means developing its linguistic competence and knowing how to use the accurate forms appropriately as well. On the other hand, nine of them, making up a percentage of 30% strongly agreed that the knowledge of how to use the language appropriately is as important as the linguistic knowledge, five of them agreed while 10% strongly disagreed with this view.

c. I often correct the mistakes my students make when they use inappropriate words although the sentences are grammatically correct.

This statement is a follow up to statement " a ". According to the results recorded in Table 4.4, more than half of the participants (60%) answered with "agree", they correct the mistakes students make when they use inappropriate words although the sentences are accurate. 23.33% of the questioned teachers replied with "strongly agree" they believed that it is important to correct learners' mistake when they use inappropriate words whereas four teachers, i.e., 13.33% disagreed. Surprisingly, there is one teacher who strongly disagreed.

d. Raising students' awareness of getting information on appropriate language use is as important as linguistic knowledge.

From what it is demonstrated in Table 4.4, 15 teachers representing 50% of the participants strongly agreed that it is vital to raise students' awareness of getting information on appropriate language use while 43.33 % just agree. However, there were only two teachers who are not in favour of that view, one of them disagreed and the other one strongly disagreed. This reveals that the great majority of the participants are highly aware that linguistic competence solely is not enough to have a competent learner in a FL.

Q5: A learner is considered as having communicative competence if:

Table 4.5

Teachers' Perceptions to Communicative Competence

Option	Number of Teachers	Percentage
a. S\he masters the linguistic aspects of the TL	01	3.33%
b. S\he is able to form correct utterances and use them appropriately	19	63.33%
c. S\he is aware of what is socially appropriate in the TL community	05	16.66%
d. S\he is fluent in the TL.	05	16.66%
Total	30	100%

With this question, we want to investigate how the questioned teachers perceive and define the notion Communicative Competence. According to the statistical results shown in Table 4.5, the majority of the teachers 63.33% opted for the choice " b " which states that a communicatively competent learner is the one who is able to form correct utterances and use them appropriately while the minority 3.33% acknowledged that communicative competence is mastering the linguistic aspects of the TL. Five teachers (16.66%) opted for choice "c", they attributed communicative competence to being aware of what is socially appropriate in the TL community.

The same percentage 16.66% believed that the learner is communicatively competent when s\he is fluent.

Q6: What makes students unable to communicate effectively in English?

Table 4. 6

Causes of Learners' Inability to Communicate in English

Option	Number of Teachers	Percentage
a. Lack of linguistic knowledge	03	10%
b.Lack of sociocultural knowledge	05	16.66%
c.Both	22	74.33%
Total	30	100%

The results derived from Table 4.6 demonstrate that most teachers who took part in the questionnaire admitted that both lack of linguistic knowledge and sociocultural knowledge limit learners ability to communicate effectively in English. On the other hand, five teachers representing 16.66% asserted that lack of sociocultural knowledge make learners unable to communicate while only three teachers making up 10 % attributed learners' inability to communicate to lack of linguistic knowledge.

Q7: Your students' communicative competence is: a. Average b. Good, or c. Below average

Table 4.7

Learners' Communicative Competence Level

Option	Number of Teachers	Percentage
a.Average	14	46.66%
b.Good	03	10%
c.Below average	13	43.33%
Total	30	100%

Results tabulated above indicate that 46.66% of the questioned teachers asserted that their students level in communicative competence is average, 43.33% of them declared that their

students' ability to communicate is below average. However, only three respondents (10%) acknowledged that the level of their learners in communicative competence is good. This may be due to teachers' adaptation of adequate tasks and strategies.

Q8: Do you believe that the mastery of structural aspects of the TL will in itself ensure effective communication

Table 4.8

Effective Communication and Mastery of Structural Aspects of the TL

Option	Number of Teachers	Percentage
a.Yes	11	36.66%
b.No	19	63.33%
Total	30	100%

According to the findings displayed in Table 4.8, out of the thirty teachers, 19 of them making up a percentage of 63.33% declared that the mastery of the structural aspects of the TL solely will not develop the communication ability. For them effective communication needs more than linguistic knowledge. On the other hand, 11 of the target population representing 46.66% answered by ticking " yes ". Hence the majority of the respondents of the current study believe that the ability to communicate in a FL does not need just the mastery of the TL structural elements.

Q9: To what extent is it important to develop learners' communicative competence

Table 4.9

Importance of Developing Learners' Communicative Competence

Option	Number of Teachers	Percentage
a.Important	28	93.33 %
b.Very important	02	6.66 %
c.Not important	00	00 %
Total	30	100 %

The aim behind setting this question is to examine if teachers are aware of the importance of developing learners' communicative competence. Table 4.9 demonstrates that the vast majority of the participants (93.33%) claimed that developing learners' communicative competence is very important while 6.66% acknowledged that it is important. No one of the respondents opted for choice "c" which states that developing learners' communicative competence is not important.

Q10: The textbook of the third year contains enough tasks that encourage learners to communicate effectively

Table 4.10

The Communicative Tasks in " New Prospects "

Option	Number of Teachers	Percentage
a. Agree	13	43.33%
b. Strongly agree	01	3.33%
c. Disagree	14	46.66
d. Strongly disagree	02	6.66%
Total	30	100%

According to the results recorded in Table 4.10, thirteen teachers agreed that the textbook of the third year contains enough tasks that encourage learners to communicate effectively whereas fourteen of them said the opposite, they disagreed. Only one teacher strongly agreed that the textbook tasks are well elaborated to motivate learners to communicate effectively and two of the respondents strongly disagreed (6.66%)

Q11: How can you improve third year learners' communicative competence ?

Table 4.11

Teachers' Strategies to Develop Learners' Communicative Competence

Option	Number of Teachers	Percentage
a.Adopting adequate tasks	03	10%
b.Using authentic materials	04	13.33%
c.Engaging learners in real situations	23	76.66%
Others	00	00%
Total	30	100%

From the results presented in Table 4.11, it is obvious that teachers differ in their strategies adopted to enhance their learners' communicative competence. 23 out of the thirty participants acknowledged that engaging learners in real life situations is an effective way to develop learners' ability to communicate effectively. 13.33% claimed that using authentic materials will help learners to foster their communicative competence while 10% adopt adequate tasks to improve learners' ability to communicate and interact.

Section Three: Incorporating Culture in EFL Classes

Q12: Do you think that teaching EFL entails teaching its culture

Table 4.12

Teachers' Attitude about the Relationship between Teaching FL and its Culture

Option	Number of Teachers	Percentage
a. Yes	26	86.66%
b. No	04	13.33%
Total	30	100%

According to the results displayed in Table 4.12, 86.66% of the teachers agreed that teaching EFL is accompanied with its culture while only 13.33% chose " no ", they claimed that teaching EFL entails teaching its culture. Hence Q12 revealed that the vast majority of the questioned teachers are aware of the interrelationship existing between language and culture.

Q13: Being aware of the foreign language culture helps in enriching students' knowledge about this language.

Table 4.13

Role of Culture to Enrich Learners' Knowledge about the TL

Option	Number of Teachers	Percentage
a. Yes	29	96.66%
b. No	01	1.33%
Total	30	100%

The findings shown in Table 4.13 reveal that 96.66% of the questioned teachers answered with " yes ", that is to say 29 teachers admitted that being aware of the FL culture is of good help to enrich students' knowledge about the language, while only one teacher (1.33%) replied with " no "; s\he does not believe that culture has a role in enriching students' knowledge about the TL. All in all, the vast majority acknowledged that being aware of the FL culture is of a paramount importance to help learners to learn that language. Our informants are highly conscious that culture is an important aspect in learning FL.

Q14: How important is learning the target culture to your students?

Table 4.14

Importance of Learning Culture to Students

Option	Number of Teachers	Percentage
a.Very important	13	43.33%
b.Important	10	33.33%
c.Unimportant	07	23.33%
d.Not important at all	06	20%
Total	30	100%

This question aims to investigate how much EFL teachers consider learning the TC important to their learners. According to the results revealed in Table 4.14, thirteen of the respondents representing 43.33% said that learning the target culture is very important; 33.33% of them answered that it is important; 23.33% considered learning culture unimportant for their students and six teachers 20% said that it is not important at all. In fact these results demonstrate that a considerable number of teachers believe in the importance of learning the TC for their students because of its merits.

Q15: Raising EFL learners' consciousness of the similarities and differences between their local culture and others' cultures is important

Table 4.15

Importance of Raising Learners' Consciousness of the Similarities and Differences between NC and NNC

Option	Number of Teachers	Percentage
a. Yes	18	60%
b. No	12	40%
Total	30	100%

The results shown in Table 4.15 clearly reveal that more than half of the respondents, 60%, answered with " yes " while 40% of them replied with " no ". In this sense, the majority of the informants are aware of the importance of familiarizing learners with what is native and what is foreign. Our teachers are in favour to the view that it is important to raise learners' consciousness that not all people do things in the same way and not all of them have the same way of thinking or way of life.

Q16: Rank the activities done in the classroom

Table 4.16

Teachers' Rank of the Activities Done in the Classroom

Rank	1st		2nd		3rd		4th		5th	
	N of Ts	%	N of Ts	%	N of Ts	%	N of Ts	%	N of Ts	%
Writing skill	15	50%	10	33.33%	03	10%	02	6.66%	00	00%
Listening and speaking	01	3.33%	01	3.33%	10	33.33%	18	60%	00	00%
Vocabulary	02	6.66%	04	13.33%	15	50%	09	30%	00	00%
Grammar	12	40%	15	50%	02	6.66%	01	3.33%	00	00%
Culture	00	00%	00	00%	00	00%	00	00%	30	100%
Total	30	100%	30	100%	30	100%	30	100%	30	100%

Based on the results revealed in Table 4.16, 50% of the informants put much focus on developing their learners' writing skill, thus; they ranked it the first, 33.33% ranked this productive skill the second while 10% ranked it the third. Only few number of the respondents, two teachers, ranked writing the fourth activity dealt with in the classroom and no one of them consider writing the fifth activity. On the other hand, grammar was ranked the first by 40% of the respondents, half of them classified it the second, two teachers ranked grammar the third activity that should be done in the classroom and only 3.33% of them usually ranked teaching the accurate forms of the language the fourth. Remarkably, grammar was not ranked the fifth activity. Concerning vocabulary, it was ranked the first by the lowest number of the informants (6.66%), only two teachers, while half of them ranked it as a third activity. 30% of the respondents ranked teaching lexicon the third activity and just 13.33% ranked vocabulary the second. However, it was not ranked the fifth activity. On the other hand, considerable number of the participants ranked listening and speaking the fourth activity and 33.33% ranked this skill the third activity. Very few teachers, only two, ranked listening and speaking the second activity and the same number ranked these skills

the first activity. Remarkably, culture was ranked by all the informants the fifth activity. All in all, the activities done in EFL classes were ranked as the following: writing, grammar, vocabulary, listening and speaking and the last activity was culture. This implies that teachers put much focus on other skills and activities rather than culture.

Q17: Which cultural themes do you teach more frequently?

Table 4.17

The Cultural Themes Taught in EFL Classes

Option	Number of Teachers	Percentage
a.Big C cultural themes	18	60%
b.Small c cultural themes	12	40%
Total	30	100%

As it is clearly deliberated in Table 4.17 more than half of the questioned teachers (60%) teach more frequently big C cultural themes such as geography, history, etc. Twelve of the participants teach small c cultural themes like shopping and food.. In this sense most of the informants perceive culture as big C.

Q18: What sources do you frequently use to teach culture?

Table 4.18

Sources to Teach Culture

Option	Number of Teachers	Percentage
a.Textbook	11	36.66%
b.Internet	16	53.33%
c.Literature	3	10%
d.Newspapers	00	00%
Others	00	00%
Total	30	%100

The data obtained from Table 4.18 reveal that 53.33% of the teachers use the internet as a source to get the necessary cultural information to be introduced to their learners . This is may be due to the fact that the internet is a good and attainable source ,and because most of the teachers are not satisfied with the cultural content of " New Prospects". 36.66% stated that they use the textbook as a source and 10% of them said that they depend on literature to teach culture. However, no one of the respondents use the newspapers to teach culture.

Q19: Which strategies and activities do you adopt to teach culture

Table 4.19

Activities and Strategies to Teach Culture

Option	Number of Teachers	Percentage
a.Discussion of cultural differences and similarities	7	23.33%
b.Listening to songs and discussing lyrics	7	23.33%
c.Role play	10	33.33%
d.Doing researches	5	16.66%
e.Using culture assimilators	1	1.33%
f. Using culture capsules	00	00%
g.Others	00	00%
Total	30	100%

The findings displayed in Table 4.19 reveal that the questioned teachers' views about the most suitable strategies to be used to teach culture differ. 33.33% consider role play where learners are asked to act out various situations the most suitable technique, 23.33% of them viewed discussion of the similarities and differences among cultures an effective way to transmit the cultural knowledge, the same proportion (23.33%) asserted that they use songs. Other teachers, precisely 16.66%, believed that asking leaners to do researches is efficient strategy to discover new aspects about other cultures and the minority of the respondents (1.33%) answered that culture assimilator

is considered the most effective strategy to teach culture . None of the informants opted for choice " f ", that is to say none of the questioned teachers adopted culture capsules to introduce cultural aspects to their learners.

Q20: What are the impediments you experience in teaching culture to your students of the third year?

Table 4. 20

Causes for not Teaching Culture so often

Option	Number of Teachers	Percentage
a.Not having much time	18	60%
b.Unsufficient resources	03	10%
c.Learners are not interested	09	30%
d.Others	00	00%
Total	30	100%

In Q20 teachers are asked about the impediments they might experience in teaching culture to their learners. The vast majority of the respondents (60%) answered that time is the main impediment, 30% of them claimed that learners are not interested and three teachers making up a percentage of 10% said that resources are not enough.

Q21: How do you evaluate the cultural content in the third year textbook?

Table 4.21

Teachers' Evaluation of the Cultural Content of "New Prospects"

Option	Number of Teachers	Percentage
a.Poor	13	43.33%
b.Average	15	50%
c.Good	02	6.66%
Total	30	100%

As shown in Table 4.21, more than half of the teachers who took part in answering the questionnaire admitted that the cultural content of the third year textbook is average. 43.33% of them said that it is poor whereas the minority of the respondents (6.66%) believed that it is good. This result is an evidence to support the conclusion obtained from the evaluation in the previous chapter.

Q22: In general, how do you evaluate your third year learners' cultural competence?

Table 4.22

Teachers' Evaluation of Learners' Cultural Competence

Option	Number of Teachers	Percentage
a.Poor	15	50%
b.Acceptable	15	50%
c.Good	00	00%
Total	30	100%

As shown in Table 4.22, according to fifteen teachers who represent the percentage of 50%, the cultural competence of third year learners is acceptable and to the other half of the informants it

is poor. On the other hand no one of the questioned teachers acknowledged that learners have a good cultural competence.

Section Four: The Role of Culture to Enhance EFL Learners Communicative Competence

Q23: How often do you provide your learners with cultural knowledge?

Table 4.23

The Frequency of Providing Learners with Cultural Knowledge

Option	Number of Teachers	Percentage
a.Frequently	05	16.66%
b.Sometimes	15	50%
c.Seldom	10	33.33%
d.Never	00	%00
Total	30	100%

With this question, we attempt to examine how often teachers in the secondary schools devote time to provide their learners with cultural knowledge. The results derived from Table 4.23 show that the frequency of providing learners with such knowledge differs among teachers. Fifteen of the informants making up the percentage of 50% opted for the choice " b ", they sometimes introduce cultural knowledge, 33.33% of them said that they introduce such knowledge seldom while 16.66% of them stated that they provide their learners with this knowledge frequently because they are aware of the significance of such knowledge in learning the TL. Interestingly, none of the teachers opted the choice " never".

Q24: Do you agree that communication can be developed independently of its cultural context?

Table 4.24

Teachers' Views about the Relation between Culture and Communication

Option	Number of Teachers	Percentage
a. Agree	07	23.33%
b. Strongly agree	02	6.66%
c. Disagree	18	60%
d. Strongly disagree	03	10%
Total	30	100%

This question is designed on behalf of unveiling teachers' views about the interrelation between culture and communication. Table 4.24 reveals that eighteen teachers representing 60% disagreed with the assumption that communication can be developed independently of its cultural context, this means that they are in favour of the view that culture and communication are closely related. 10% of the informants strongly disagreed, around 23.33% agreed that communication can be improved independently of its cultural context and 6.66% of the informants strongly agreed with that view

Q25: In your opinion, to what extent is the cultural competence important for being communicatively competent ?

Table 4.25

Teachers' Opinions about the Importance of Cultural Competence to be Communicatively Competent.

Option	Number of Teachers	Percentage
a.Very important	14	46.66%
b.Important	15	50%
c.Not important	01	1.33%
Total	30	100%

From the findings displayed in Table 4.25, half of the respondents admitted that cultural competence is important to be a competent in communication, 46.66% said that it is very important. However, one teacher does not consider the cultural competence important for being able to communicate effectively in the TL.

Q26: Less exposure to the target culture affects learners' communicative competence ?

Table 4.26

The Effect of Less Exposure to the Target Culture on Learners' Communicative Competence

Option	Number of Teachers	Percentage
a.Yes	25	83.33%
b.No	05	16.66%
Total	30	100%

The point from setting this question is to examine whether teachers believe that less exposure to the target culture affects learners' communicative competence or not. In the light of the results displayed in Table 4. 26, the vast majority of the informants (83.33%) said " yes " whereas only five teachers, making up a percentage of 16.66%, does not consider that learners' ability to communicate effectively is affected by less exposure to the target culture.

Q27: Do you think that exposing learners to culture would improve their communicative competence.

Table 4.27

Teachers' Views about the Importance of Culture to Develop Learners' Communicative Competence

Option	Number of Teachers	Percentage
a. Yes	27	90%
b. To some extent	02	6.66%
c. No	01	1.33%
Total	30	100%

According to the results shown in Table 4.27, 90% of the informants asserted that culture is important to develop learners' communicative competence, they believed that learners' exposure to culture would improve their ability to communicate effectively. On the other hand, only two teachers representing 6.66% said " to some extent", in other words, they believed that culture has a role to enhance learners' communicative competence but it is not very effective. Only one teacher admitted that exposing learners to culture will not improve their communicative competence.

4.5. Summary and Discussion of the Findings

The questionnaire was designed with the aim to probe EFL teachers' views about the importance of culture to boost learners' communicative competence, particularly third year students in the secondary education. It also attempted to answer these questions: do teachers in the secondary schools teach culture so often? how can culture be integrated in EFL classes?

Firstly, the purpose behind setting the first three questions is to get some essential personal information about the respondents that could help for better interpretation of teachers' responses. Interestingly, the informants have different degrees: license, master and even PhD. Almost all the questioned teachers have an acceptable experience in teaching English in the secondary education. However, out of the thirty teachers, only five of them had the opportunity to visit a foreign country.

Concerning teachers' responses to Q4, the vast majority of them agree that teaching English is not teaching solely its grammar and lexicon, it is more than that. The teachers who took part in providing their views to fulfill the proposed questionnaire are highly conscious that to learn English appropriately it is of pivotal importance to learn how to use the accurate forms of the language in their appropriate context. Consequently, the majority of the respondents (83.33%) are in favour of the view that the knowledge of how to use the language appropriately is as important as the linguistic knowledge. Thereby, teachers admitted that they usually correct the mistakes their learners make when they use inappropriate words even when the sentence is grammatically correct. This clearly indicates that the respondents are aware that higher level of linguistic knowledge only is not sufficient for learners to be proficient in the TL. Remarkably, Q5 revealed that most of the questioned teachers (63.33%) did really understand what communicative competence means. They asserted that a communicatively competent learner is the one who is able to form correct utterances and use them appropriately. In this sense, teachers acknowledged that the ability to communicate effectively is a process that requires skills that allow learners to transmit and interpret messages correctly. In other words, this competence requires both linguistic and sociocultural knowledge. Therefore, considerable number of the respondents, 73.33%, stated that lack of both of that knowledge make learners unable to communicate effectively in English. According to 43.33% of the questioned teachers learners' communicative competence is still below average. Thus, 93.33% of the respondents believed that developing learners' communicative competence is very important. They are highly conscious that one of the ultimate goals of learning a FL is to be able to communicate in that language. However, the textbook of the third year, according to 46.66% of the

questioned teachers, does not include enough tasks that encourage learners to communicate. In this respect, the syllabus does not put much focus to develop learners' communicative competence. According to 76.66% of teachers, engaging learners in real situations will help learners to communicate effectively. Indeed, such strategy provides valuable opportunities to practice various skills and develop learners' competencies which in turn train them to deal properly with similar situations that they may encounter outside the walls of their schools.

Additionally, according to data analysis of section three, it is revealed that EFL teachers in the secondary schools are aware of the interrelationship between language and culture (Q12, Q13). 86.66% of the informants admitted that teaching FL entails teaching its culture. They contended that language is embedded in culture and vice versa.

Generally, it is fairly possible to infer from the data analysis that despite the fact that teachers do consider culture important, they do not give much time to introduce it. This means that teaching culture in our schools is immature. The rank of activities done in EFL classes displayed in Q16 reveals that culture is unimportant activity, teachers do not put much focus on transmitting cultural knowledge, instead EFL teachers frequently give major importance on the development of the writing skill and on teaching grammar. (50% of them ranked writing skill the first). This is because that they have to prepare learners for exams. Moreover, EFL teachers focus on teaching big C cultural themes rather small c culture. In this sense, most of the respondents perceived culture as geography, history and literature.

The results also denote that teachers' views about the most effective and suitable strategies to teach culture differ, this is what is revealed from Q18. Considerable number of teachers asserted that role play is an effective way that could help learners to foster their cultural competence. Others (23.33%) argued that discussing similarities and differences between cultures is the most suitable strategy that may be adopted to teach culture. However, none of the respondents acknowledged that culture capsule is the most suitable strategy. This may be attributed to the fact that teachers do not really understand what this strategy means or because they are not conscious of its merits.

Concerning the responses gathered about the sources teachers frequently use to teach culture, Q19 unveils that 53.33% of the respondents use the internet because the textbook is not a good reference to get sufficient cultural knowledge. Remarkably, none of the informants use newspaper though it is one of the main sources of culture. Section three also reveals that teachers face some impediments to teach culture, thus they do not teach it so often. 60% of teachers said that they do not have sufficient time to teach culture. They asserted that the time given to teach English is not satisfactory to teach many things about the language and its culture. In fact, the program is overcrowded, thereby they could not spare time on transmitting adequate cultural aspects though they considered culture an essential part in language teaching. On the other hand, 30% claimed that learners are not interested in learning culture. This demotivation may be attributed to the fact that learners are not sufficiently aware of the importance of culture. In addition, their main objective is to pass their baccalaureate exam and since culture is not a point of test, most of the learners do not bother themselves to explore the cultural features of other societies. Thus, according to 50% of the teachers, learners' cultural competence is still poor.

Interestingly, section four responses are in favour to the hypothesis of the study which stated that adequate exposure to culture develops learners' communicative competence. The vast majority of the participants believed in the inseparability of communication and culture (Q23). They acknowledged that communication cannot be developed independently of its cultural context. It is safe to assert that teachers are aware that culture is of a paramount importance to conduct a successful communication and to prevent misunderstanding. 83.33% of the respondents added that less exposure to the TC affects learners' communicative competence. Admittedly, there is a wide recognition among teachers (90% of them) that exposing learners to culture will boost their communicative competence.

Conclusion

Chapter four is an attempt to test the validity of the hypothesis of the research through the questionnaire which was delivered to EFL teachers in some secondary schools of Tebessa. In the light of the findings obtained from the data analysis, it becomes clear that the responses of the teachers sit well with the hypothesis of the study. Most of them considered that adequate exposure to culture will develop learners' communicative competence. The leading majority show a significant awareness that learning culture is as important as learning grammar. Moreover, it is revealed that the textbook of SE3 does not include enough tasks that may encourage learners to communicate. Additionally, despite the fact that teachers are highly aware of the great importance of incorporating culture in their classes since it offers many advantages, they do not teach it so often. This is because of time constraints and program density which they have to complete. That is why most teachers admitted that learners' cultural competence is not good. In this sense learners are not adequately exposed to culture which denotes that culture is not given sufficient attention and importance in the Algerian schools and curriculum despites of its massive advantages that it may bring to EFL classes.

General Conclusion

The close interrelationship between culture, language and communication is an agreement among many researchers which makes culture vital in language teaching if the aim is to enable learners to communicate effectively. It is the belief of this study that adequate exposure to culture will boost learners' communicative competence since it highly helps learners to acquire and develop skills for adequate communication. To investigate this view the present research is divided into four chapters.

Chapter one entitled Communicative Competence deals mainly with the notion of communicative competence. It starts with defining this notion and highlighting some of its models. The chapter explores its main components: linguistic, pragmatic, discourse and strategic competence. It also identifies some helpful strategies and activities that are often adopted to develop learners' communicative competence such as: working in groups, simulation and integrating literature. In addition, the two main approaches that strive to develop learners' ability to communicate coherently and effectively are highlighted, namely CLT and CBA.

The second chapter, Incorporating Culture in EFL Classes, is entirely devoted to address the notion of culture and how it can be integrated in EFL classes. Firstly, it introduces the theme of culture. More importantly, the interrelationship between culture, language and communication is clarified. It has been revealed that they are closely related. The historical background of teaching culture is also introduced to show that culture was and is still taught in EFL classes. Moreover, the importance and aims behind teaching culture are highlighted. In fact, it has a significant role in the TL teaching and learning process. In the end of this chapter, some approaches and techniques to teach culture are provided. Chapter two mainly

states that culture is really important and it immensely helps to develop learners' skills and motivate them to learn the TL as well.

Since the textbook can be considered as a vehicle of cultural knowledge, chapter three is mainly concerned with the evaluation of the cultural content of the textbook of SE3, " New Prospects ". The latter is chosen because at this level learners have acquired a good level in English and it is time to develop their cultural competence. The evaluation was carried out with the aim to explore how much culture is integrated in " New Prospects " and to what extent it is adequately presented. The findings showed that culture is present in the target textbook to some extent. However, " New Prospects " does not provide adequate and sufficient cultural information that may help learners to act and communicate properly in different contexts. Additionally, the evaluation shows that the textbook does not promote discussion of similarities and differences between local and foreign cultures.

The last chapter of this study is devoted to the analysis of data collected from the questionnaire which was fulfilled by 30 EFL teachers in the secondary education. It was designed to probe teachers' views about the importance of teaching culture to enhance learners' communicative competence, precisely third year students. The findings indicate that teachers' responses sit well with the hypothesis of the research. Actually EFL teachers they are aware of the importance of teaching culture. They asserted that it has a significant role to learn the English appropriately, and that less exposure to culture would affect learners' ability to communicate successfully. Though teachers are highly conscious of the importance of culture they do not teach it so often because of time, and syllabus constraints.

Limitations

Like any other research work, this study is not ideal. However, some limitations should be identified. The data collected from teachers' questionnaire should be acquainted with

another questionnaire which should be delivered to learners of third year in the secondary education. Actually, we intended to design one but time was not enough to do so. Moreover, the questionnaire should be addressed to larger number.

Recommendations

Depending on the reviewed literature as well as the reported results, the study contributes to certain pedagogical implications that may be of significance pertaining to teachers, students and textbooks designers.

- Book designers and curriculum developers should incorporate a rich and appropriate cultural content which could help learners to flourish both their cultural knowledge and communicative competence. Textbook developers are recommended to include a rubric entitled "It's Time for Culture " which main focus is entirely enriching learners' cultural knowledge. In this rubric all the activities and texts should be relevant to culture and not something else. It may include some activities and strategies that are helpful for teaching it such as role play and assimilators. Moreover, this rubric should take advantage of other authentic resources like newspapers, literature and movies.

- The textbook should no longer be considered only as a vehicle for linguistic comprehension but as a good source for both cultural knowledge and communicative activities which raise the proportion of participation and interaction among learners. Such richness of activities will certainly enhance learners' ability in communication.

- Textbook designers should reduce some of the activities and lessons of grammar. However, more pages should be devoted to other components of communicative competence such as: strategic and pragmatic competences if the aim is to enable learners to communicate effectively in English. Third year secondary school learners are in need to develop such competence. They have already learnt a lot about linguistic knowledge and it is time to

develop the other competences because next year they are supposed to study at the university or even travel abroad. Additionally, EFL teachers should not focus only on linguistic competence, great emphasis should be on communicative competence as well.

- Less exposure to culture affects learners' communicative competence and in many cases misunderstanding may be generated from the difference between the cultures of the interlocutors. Thus, it is high time the Algerian learners realized that they are learning English to be able to communicate effectively not just to pass an exam and get good grade. Teachers should also raise their learners' consciousness about the importance of developing their communicative competence.

- Culture should be considered as a fifth skill to be developed along with listening, speaking, reading and writing. Moreover, language teachers should be highly aware that it is not possible to teach FL appropriately without culture.

- Both teachers and curriculum planners should perceive that culture is not just about geography, history and literature, it is also about norms, etiquettes,... etc.

- Teachers may integrate themes related to culture as project works. They may ask learners to do a research about a particular cultural theme. Then, learners present it and raise discussion about the similarities and differences between their own culture and the foreign one. In this way, learners will acquire cultural knowledge and develop their communicative competence as well.

- Finally, exam designers should include tasks that test learners' cultural knowledge. Therefore, learners should score good marks in culture if they want to pass their exams.

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Appendixes

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Larbi Tebessi University
Faculty of Letters and Languages
Department of Letters and English Language

Dear teacher,

Our research is entitled as " The Importance of Teaching Culture to Develop EFL Learners Communicative Competence ". We would like you to help us by completing this questionnaire. Your answers will be of pivotal importance to our investigation as it will provide us with some answers and an in depth understanding about the topic in question.

The information you give will be kept confidential and will be used solely for the purposes of academic study .

Thank you very much for taking the time to share your experiences and ideas.

Section One: Personal Information

1. What is your degree (s) ?
 - a. Liscence
 - b. Master degree
 - c. Phd (doctorat)
 - d. Degree from ENS
2. How long have you been teaching English ?
 - a. Less than 5 years
 - b. 5 – 10 years
 - c. 10 – 20 years
 - d. More than 20 years
3. Have you ever been in a foreign country ?
 - a. Yes
 - b. No

Section Two : Communicative Competence

- Please read each of the following statements/ questions and choose the best answer which is closest to your opinion by ticking (✓) the box which corresponds to your choice.

4. Please tell us how much you agree or disagree with the following statements.
choice out of the four options.

a. Teaching English means teaching just grammar, vocabulary and pronunciation

agree strongly agree disagree strongly disagree

b. The knowledge of how to use the language appropriately is as important as the linguistic knowledge (pronunciation, grammar and vocabulary)

agree strongly agree disagree strongly disagree

c. I often correct the mistakes my students make when they use inappropriate words although the sentences are grammatically correct .

agree strongly agree disagree strongly disagree

d. Raising students' awareness of getting information on appropriate language use is as important as linguistic knowledge.

agree strongly agree disagree strongly disagree

5. A learner is considered as having communicative competence if:

a. S/he masters the linguistic aspects of the TL

b. S/he is able to form correct utterances and use them appropriately

c. S/he is aware of what is socially appropriate in the TL community.

d. S/he is fluent in the target language

6. What makes students unable to communicate effectively in English ?

- a. Lack of linguistic knowledge
- b. Lack of sociocultural knowledge
- c. Both

7. Your students' communicative competence is

- a. Average
- b. Good
- c. Below average

8. Do you believe that the mastery of structural aspects of the target language will in itself ensure effective communication

- a. Yes
- b. No

9. To what extent is it important to develop learners' communicative competence ?

- a. Important
- b. Very important
- c. Not important

10. The textbook of the third year contains enough tasks that encourage learners to communicate effectively

- agree
- strongly agree
- disagree
- strongly disagree

11. How can you improve third year students communicative competence ?

- a. Adopting adequate tasks
- b. Using authentic materials
- c. Engaging learners in real situations
- d. Others, clarify

.....

Section Three: Incorporating Culture in EFL Classes

12. Do you think that teaching English as a foreign language entails teaching its culture ?

- a. Yes
- b. No

13. Being aware of the foreign language culture helps in enriching students' knowledge about this language

- a. Yes
- b. No

14. How important is learning the target culture to your students ?

- a.** Very important **b.** Important **c.** unimportant **d.** Not important at all

15. Raising EFL learners' consciousness of the similarities and the differences between their local culture and others cultures is important

- a.** Yes **b.** No

16. Rank of the activities done in the classroom

- a.** Writing skill
- b.** Listening and speaking
- c.** Vocabulary
- d.** Grammar
- e.** Culture

17. Which cultural themes do you teach more frequently

- a.** Big C cultural themes (geography, history , education, literature, etc.)
- b.** Small c culture themes (humour, family life, non-verbal communication, social occasions, etc.)

18. What sources do you frequently use to teach culture ?

- a.** Textbook **b.** Internet **c.** Literature **d.** Newspapers
- e.** Others, specify

.....

.....

19. Which strategies and activities do you adopt to teach culture ?

- a.** Discussions of cultural differences and similarities
- b.** Listening to songs and discussing lyrics
- c.** Role play
- d.** Doing researches
- e.** Using culture assimilators
- f.** Using culture capsules
- g.** Other (please specify):.....

20. What are the impediments you experience in teaching culture to your students of the third year ?

- a. Not having much time
 - b. Insufficient resources
 - c. Learners are not interested
 - d. Others, please specify
-
-

21. How do you evaluate the cultural content in the third year textbook ?

- a. Poor
- b. Average
- c. Good

22. In general, how do you evaluate your third year students' cultural competence ?

- a. Good
- b. Acceptable
- c. Poor

Section Four: The Role of Culture To Enhance EFL Learners' Communicative Competence

23. How often do you provide your learners with cultural knowledge?

- a. Frequently
- b. Sometimes
- c. Seldom
- d. Never

24. Do you agree that communication can be developed independently of its cultural context?

- a. Agree
- b. Strongly agree
- c. Disagree
- d. Strongly disagree

25. In your opinion, to what extent is the cultural competence important for being communicatively

competent ?

- a. Very important
- b. Important
- c. Not important

26. Less exposure to the target culture affects learners' communicative competence

- a. Yes
- b. No

27. Do you think that exposing students to culture would improve their communicative competence

- a. Yes
- b. To some extent
- c. No

Thank you for your appreciated collaboration.

ملخص

ان الهدف الاساسي من اجل تعلم اللغة الانجليزية كلغة اجنبية هو القدرة على التواصل بفاعلية. هذا يتطلب القدرة على معرفة كيفية استعمال اللغة بشكل مناسب وصحيح. بما ان الثقافة و الاتصال مترابطان افترضنا بان التعرض الكافي للثقافة قد يساعد طلاب الانجليزية وتحديدًا طلاب السنة الثالثة من التعليم الثانوي في تطوير قدرتهم التواصلية. هذا البحث يهدف الى التحقق من اهمية ادماج الثقافة في اقسام تدريس الانجليزية من اجل تحسين القدرة التواصلية للمتعلمين. هذه الدراسة تبحث ايضا في معالجة الى اي مدى تم ادماج المحتوى الثقافي في الكتاب المدرسي للسنة الثالثة المعنون New Prospect و هذا بتبني المنهج الوصفي. ومن اجل الاجابة على اهم اسئلة الدراسة قمنا بتقييم المحتوى الثقافي للكتاب كما قمنا بتسليم استبيان لثلاثين استاذًا تم اختيارهم عشوائيًا. المعلومات التي تم جمعها توضح بان الاساتذة واعون بأهمية تدريس الثقافة ولكنهم لا يدرسونها اغلب الاحيان. اما عن تقييم محتوى الكتاب المدرسي للثالثة ثانوي فقد اتضح لنا بان المحتوى الثقافي ليس كافيًا ليزود المتعلمين بالمعرفة الثقافية اللازمة. و تأمل هذه الدراسة بان تساعد اساتذة اللغة الانجليزية و مصممي الكتاب المدرسي على التركيز في اهمية تدريس الثقافة لان هذه الاخيرة تمنح ميزات واسعة لأقسام اللغة كما تلعب دورًا هامًا في تطوير القدرة التواصلية لمتعلمي اللغة الانجليزية.

Résumé

L'apprentissage d'une langue étrangère comme l'anglais a pour principal objectif de développer une meilleure communication et cela demande une bonne maîtrise de la langue. Et puisque la culture et la communication sont étroitement liées, nous avons supposé que la culture favorise le développement de compétences communicatives des étudiants, notamment les apprenants des classes terminales de l'enseignement secondaire. Ce travail présenté permet une évaluation de l'intégration de la dimension culturelle dans les classes FLE afin de participer à l'enrichissement culturel et l'amélioration de la compétence communicative des apprenants. Il permet aussi d'analyser et d'examiner si le manuel scolaire de la troisième année prend en compte cette dimension culturelle en optant pour une méthode expérimentale et en répondant adéquatement aux attentes (questions) les plus pertinentes de notre recherche. Nous avons évalué le contenu culturel du manuel new proposed et élaboré un questionnaire réalisé à l'intention des enseignants (trente enseignants choisis de manière spontanée). De ce fait les données collectées permettent de constater une grande conscience de la nécessité de l'acquisition culturelle chez les enseignants quand même elle n'est pas souvent appliquée. Soulignons également que le contenu du manuel scolaire n'est pas assez riche pour fournir une meilleure connaissance culturelle aux apprenants. Espérant que cette recherche pourra aider les apprenants du fle et les réalisateurs du manuel scolaire à mettre en valeur l'apprentissage culturel qui présente de multiples avantages pour les classes de langue et qui joue un rôle primordial dans le développement de compétence communicative des apprenants de la langue anglaise.