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Abstract

Culture is an inseparable part of learning languages; therefore, discussing what to teach about culture and how to teach in foreign language classroom becomes central. The focus of this study is the investigation of culture in textbooks. It is a critical based analysis focusing on the Algerian Middle School English Textbooks (AMSET) currently in use. It sets out to identify or determine the most prominent cultural components found in these textbooks through investigating the following question: What cultural elements are presented in AMSET? Consequently, the content analysis was preceded in the four AMSET: "My Book of English 1", "My Book of English 2", "My Book of English 3" and "My Book of English 4". The findings of this research show a much emphasis on source culture content rather than target culture content, furthermore, little c themes were of a high frequency than big C themes. Target culture content has been introduced gradually in the textbooks with a high frequency of big C themes than that of little c. The inquiry also found the absence of any kind of comparison or contrast between cultures that may help to promote pupils' ICC.

Keywords : Cultural Components, Culture Teaching, Algerian Middle School English Textbooks, Content Analysis, Intercultural Communicative Competence.

ملخص:

هذه الدراسة عبارة عن تحليل قائم على النقد والذي يركز على الكتب المدرسية الإعدادية الجزائرية المستخدمة حاليا. ويهدف إلى تحديد المكونات الثقافية الأكثر بروزا في هذه الكتب المدرسية من خلال التحقيق في السؤال التالي: ماهي العناصر الثقافية المعروضة في الكتب المدرسية للغة الإنجليزية في المدرسة الإعدادية الجزائرية؟

تظهر النتائج تركيزا كبيرا على محتوى الثقافة المحلية بدلا من محتوى الثقافة المستهدفة. علاوة على ذلك، كانت موضوعات الثقافة الصغيرة ذات تردد عال عن موضوعات الثقافة الكبيرة. وجد الاستقصاء أيضا عدم وجود أي نوع من المقارنة بين الثقافات التي قد تعزز كفاءة التواصل بين الثقافات لدى التلاميذ.

الكلمات المفتاحية: المكونات الثقافية، تعليم الثقافة، الكتب المدرسية للغة الإنجليزية للمدرسة

الإعدادية الجزائرية، تحليل المحتوى، كفاءة التواصل بين الثقافات.

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1. Introduction

Instructional materials occupy an important place in second language teaching and learning. When bearing in mind that culture can be best learned in a language class, there should be teaching materials (textbooks, workbooks, cassettes, CDs and teachers' books) with an organized, integrated and conceptual approach to the teaching of culture. A central issue that can be investigated in textbooks for the teaching of English as a foreign language is, of course, finding out whether they provide culturally relevant content that enables them to communicate effectively and appropriately in a variety of communicative contexts.

1. Literature Review

2.1 The concept of culture

Culture is a simple term, but an extremely complicated concept, embracing nearly all aspects of human social life. Nieto (2010) assumes that the term "Culture" can be problematic since it can mean different things to different people in different contexts. For her, culture is sometimes used to describe those with formal education and privileged social status, including particular activities such as attending the opera once a month. She defines culture as "The ever-changing values, traditions, social and political relationships, and world view created, shared and transformed by a group of people bound together by a combination of factors that can include a common history, geographic location, language, social class, and religion" (p.136). In this definition, Nieto assumes that culture cannot be reduced to holidays, foods, or dances, although these are elements of culture.

Culture has been used by anthropologists to refer to the customs and rituals that societies develop over the course of their history. Taylor (1870) defines culture in his book *Primitive Culture* as "that

complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society” (Cited in Spencer-Oatey, 2012, p.01). Besides, culture is not innate, and it is the sum of characteristics acquired by people living in a social group. Hurley (1996) points out that

Culture is something we all have but often find difficult to perceive. Culture like language, is dynamic, changing to meet the needs of people it serves. All cultures have coherent, shared systems of action and belief that allow people to function and survive. (Cited in Osborn, 2000, p.21)

Nowadays, it is believed that culture is not just what describes the lifestyle of an elite group of people, but there are still many conflicting ideas and perspectives of what culture actually means in people’s everyday life. As a result, a distinction has been made between two types of culture as Arabski & Wojtaszek (2011) reported. First, “Big C” culture that refers to culture of achievements (elements of history, geography, education, literature, art and music). Second, “Little c” culture that refers to culture of behaviour, and it includes ideas, habits and behaviour (beliefs, values, institutions, eating, clothes, etc.).

2.2 The Relationship of Language and Culture

There is no question about the issue that language is a big part of the culture. people cannot really learn about a country’s culture if they do not learn the language. Several researchers have recently furthered the thinking about the relation of language and culture in language teaching. Halliday’s (1990) systemic linguistics gives a unified theoretical framework within which to view this traditional dichotomy by calling grammar “a theory of human experience” and text “the linguistic form of social interaction”. Halliday anchors culture in the very grammar we use, the very vocabulary we choose, the very metaphors we live by (Cited in Kramsch, 2003, p.09).

Doyé (1996) emphasizes the close relationship between language and culture and considers language as a system of signs characterized

by forms related to meanings. According to him, meaning is about content, and this latter is closely bounded by culture (Cited in Risager, 2006, p.09).

Kramsch (2003) identifies three ways how language and culture are bound together as the following:

- Language expresses cultural reality;
- Language embodies cultural reality;
- Language symbolizes cultural reality (p.03).

Culture interacts with language at a number of levels, some of which can be thought of as being close to “pure” culture; others are closer to “pure” language.

2.3 Importance of culture in foreign language teaching/ learning

According to Tomalin and Stemplesky (1993), teaching culture enhances students’ cultural awareness, and enables them to succeed in all of their communicative contexts, and they see that:

Studying culture helps students become aware of conventions of behaviour in common situations in target culture, increases awareness of cultural connotations of words and phrases in the target language and develops the ability to evaluate and refine generalization about target culture (p.04).

A thorough understanding of the language can only be gained by understanding the cultural context which has produced it. This point has been raised by Brown (1987) “Misunderstandings are...likely to occur between members of different cultures; differences are real and we must learn to deal with them in any situation in which two cultures come into contact” (Cited in Byram, Morgan & colleagues, 1994, p.11). This emphasizes the general educative value of cultural learning. It is commonly accepted that a high level of language proficiency includes knowledge of cultural aspects existing in the target community i.e. knowing a language is not only assessed with its

vocabulary, grammar, lexis...etc. but also it includes teaching the target culture.

2.4 Culture teaching goals in foreign language textbooks

Cortazzi and Jin (1999) maintain that EFL and ESP textbooks are expected to reflect a range of cultural contexts and include intercultural elements. These, in turn, should raise learners' awareness of intercultural issues and enable them to communicate effectively and appropriately in a variety of communicative contexts.

Foreign language textbooks reflect the goals of a profession to teach cultures as part of the introductory courses. Despite the variation in how this goal is approached in specific textbooks, Harmer (2007) begins his introduction to English language teaching, "*The Practice of English Language Teaching*", by saying:

Although English is not the language with the largest number of native or first language speakers, it has become a Lingua Franca. A Lingua Franca can be defined as a language widely adopted for communication between two speakers whose native languages are different from each others' and where one or both speakers are using it as a 'second language (p.1).

For this reason, the ability to communicate in a foreign language will give students the capacity of looking beyond their language and culture. Moreover, speaking English will open doors to the students who will be able to speak to people whose native languages are different from theirs.

2.5 Reasons for the presentation of culture in textbooks

Chapelle (2016) sees that authors and editors of language textbooks select cultural content that provides an important starting point for students to construct images of the places where the language is spoken and to forecast key aspects of culture that they may study in greater depth in the future when their language abilities increase (p.2). Textbook cultural content also provides a background which teachers add explanations in class and build additional materials into the

curriculum. Because of the critical role of the textbook, it is deserving of careful analysis.

The categories of culture presented in textbook are based on Cortazzi and Jin (1999) classifications. They distinguish three categories of cultural information that can be used in language textbooks and materials:

- ***Source Culture Materials***

Refer to the textbooks which present language learners' own culture. The main purpose of this category of textbooks is to enable learners to talk about their own culture to foreign visitors to their country rather than be prepared to encounter other cultures.

- ***Target Culture Materials***

Usually focus on one or two target cultures, such as the United Kingdom, United States. The textbooks of this category are the most popular instruction materials in EFL context.

- ***International Target Culture Materials***

It involves textbooks that include a wide variety of cultures set in English-Speaking countries or in countries where English is not a first or a second language, but is used as an international language. They maintain that the rationale for this category is that speakers who do not speak it as their first language frequently use English in international situations (Cited in Hinkel 1999, p. 192)

2.6 Culture in textbooks teaching foreign languages

All over the world, textbooks are mostly considered crucial as a teacher, a map, a resource, a trainer, an authority, and an ideology by many scholars and are used in most of the world as language teaching materials (Cortazzi & Jin, 1999, cited in Hinkel 1999, p. 198). Besides, Tomlinson (2012) states that materials are something that can be used to facilitate learning for a language, including course books, videos, graded readers, flash cards, games, websites and mobile phone interactions, though, inevitably, much of the literature focuses on printed materials.

Developing students' skills in intercultural communication is appropriate as an essential part of foreign language teaching. Damen (1987) summarizes this point forcefully: "The current dedication to the development of intercultural communicative skills and an understanding of the processes of culture learning on the part of students and teachers alike" (Cortazzi & Jin, 1999, cited in Hinkel 1999, p. 198). Textbooks are considered as a powerful source of providing learners with valuable pieces of cultural components, and have a significant role in helping students to differentiate between their own and target cultures.

2.7 Pragmatic Competence and Foreign Language Teaching

According to Crystal (1997), pragmatics is a subfield of linguistics that can be defined as the study of language in social interactions, taking into consideration the choices of its users and the difficulties they face while using the language and communicating with other participants (Cited in Rueda, 2006, P.169)

Most studies and definitions dealing with pragmatics outline the importance of language use in real-life communication and speakers intentions when producing utterances in particular contexts. Nowadays, the relationship between pragmatics and language learning and teaching is clear. As Bouton (1996) states:

...Pragmatics and language learning are inherently bound together [...] pragmatics provides language teachers and learners with a research _based understanding of the language forms and functions that are appropriate to the many contexts in which a language is used _ an understanding that is crucial to a proficient speaker's communicative competence (Cited in Flor, Juan & Guerra, 2003, p.09-10).

That is to say, teaching pragmatics helps students understand the foreign language with all its aspects related to the context. It is also clear that pragmatic competence is crucial to the development of

students' speaking proficiency and promotes their communicative competence.

2.7.1 Pragmatic Competence in English as Foreign Language Textbooks

The textbook is regarded to be the center of school curriculum and syllabus in most classrooms; thus, they must provide enough information for learners to successfully acquire pragmatic competence. Textbook designers have to take into consideration the implication of authentic examples of pragmatic explanations to facilitate the promotion of communicative competence.

Research indicates that pragmatic improvements can be made through instruction; findings also indicate that many pragmatic aspects of language, such as conversational implicature, are learned slowly and with great difficulty if not taught explicitly. Both explicit and implicit instructions seem to foster the development of pragmatic competence. Two types of knowledge are involved in second language learning: socio pragmatic, that is, knowing when a speech act (or suitable utterance) is necessary; and pragmalinguistic, that is knowing which semantic formula or speech act to use (Diepenbroek & Derwings, 2013, p.03).

Diepenbroek and Derwings (2013) stress the importance of pragmatic instruction in the classroom, and the relevance of textbook to this instruction. Although there seems to be a widely accepted sequence for grammatical topics, there appears to be little research on the order in which pragmatic topics should be taught. The pragmatic issues taught should be based on the real-life needs on the learners. According to them students should master speech acts in relation to their contexts, but not in isolation (p.04).

Supporting the implementation of a pedagogy of pragmatics in L2 and FL instruction, Rueda (2006) argues that foreign language instructional settings are characterized by restricted input and practice

because the target language is seen as an object of study, but not a means of communication (p.170).

2.7.2 Importance of Pragmatics in EFL Textbooks

Despite the learners' ability to use the language properly at syntactic and semantic levels, they encounter some barriers with regard to pragmatic content of their utterances. Crystal (1985) defines pragmatics as "the study of language from the point of view of the users, especially of the choices they make, the constraints they encounter in using language in social interaction, and the effects their use of language has on other participants in the act of communication". (Cited in Meihami & Khanlorzadeh, 2015, p.01)

Learners need to be exposed to pragmatic content in the context of FL learning. And textbooks are the basis of providing them with the appropriate content presented in speech acts, requests, apology, refusal, etc....textbooks not only provide FL learners with grammatical issues , but they also present pragmatic content that is necessary in developing their communicative competence.

Along the same vein, Vellenga (2004) asserts that textbooks are among the most important instructional materials that have to be considered as the vital backbone for second/foreign language learning. (Cited in Meihami & Khanlorzadeh, 2015, p.01)

3.Methodology

In order to investigate the reserach question and idetentify the emelents of culture in AMSET, a descriptive qualitative analysis is applied on the four AMSET textbooks textbooks, determining each unit to be coded, developing content categories, and analyzing data, determining each unit to be coded, developing content categories, and analyzing data. The data were analyzed from the perspective of Cortazzzi and Jin (1999)'s framework taking into account the representation of sources of culture in the textbooks. However, there was a slight problem while adapting this framework in the actual

analysis. It is found that some cultural content had no reference to any specific country, for this reason, the researcher added a new category which was “other cultures” to succeed in covering all cultural elements in the textbooks, plus the category of “Non-culture content” referring to the absence of any cultural content in the textbooks.

3.1 Analysis criteria of cultural content

As shown in table A, the analysis criteria of cultural content was divided into four main categories: target culture, source culture, other cultures and non-culture content. Under the first three categories, big C and little c cultures were implied. The Distribution of big Vs little Cs cultural elements per unit in the AMSET was investigated according to table A (Appendix 1). Meanwhile, the distribution of cultural content details under types of culture was examined through designing fourteen themes. The detailed themes are presented in table B (Appendix 2).

3.2 Results and discussion

3.2.1 Results

The results of the investigation are shown in the following tables:

Table (1): Distribution of big Vs little Cs cultural elements per unit in “My book of English 1”

Unit/Topics	N° Tasks	Target Culture		Source Culture		Other Cultures		Non- culture
		Big C	Little c	Big C	Little c	Big C	Little c	
Unit N° 01: “Me and my friends”	16 (100%)	0 (0%)	0 (0%)	0 (0%)	4 (25%)	0 (0%)	0 (0%)	12 (75%)
Unit N° 02: “Me and my family”	23 (100%)	0 (0%)	3 (13.04)	0 (0%)	4 (17.39)	0 (0%)	1 (4.34%)	15 (65.23)
Unit N° 03: “Me and my daily activities”	21 (100%)	0 (0%)	2 (9.52)	0 (0%)	9 (42.85)	0 (0%)	0 (0%)	10 (47.63)
Unit N° 04: “Me and my school”	20 (100%)	0 (0%)	0 (0%)	4 (20%)	5 (25%)	0 (0%)	0 (0%)	11 (55%)
Unit N° 05: “Me, my country and the world”	20 (100%)	2 (10%)	0 (0%)	6 (30%)	1 (5%)	2 (10%)	0 (0%)	9 (45%)

The data shown in table 1 demonstrates that in “My book of English 1” unit 1 “Me and my friends” the source culture content occurred in four tasks (activities) which occupied 25%. However the target culture and other cultures were totally absent. The percentage of non-culture category was also examined to ascertain how much weight was given to cultural content. Non-cultural content occurred in twelve activities which occupied 75% and gained significantly higher frequency than SC and TC.

In unit 2 “Me and my family” the other cultures content occurred in 15 activities which occupied 65.23% and gained significantly higher frequency than TC (13.04%) and SC (17.39%), while other cultures category received a limited portion of attention (4.34%).

In unit 3 “Me and my daily activities” the source culture content occurred in 9 tasks (activities) which occupied 42.85%. Non-cultures content was mainly focused on 47.63%, while TC received a limited portion of attention 9.52% and other cultures content was totally absent.

As pointed out in unit 4 “Me and my school” non-culture category occurred in 11 tasks which occupied 55%, source culture content occurred in 9 tasks which occupied 45%, while TC content and other cultures content was totally absent. In unit 5 “Me, my country, and the world” the non-culture content occurred in 9 tasks which occupied 45%. Source culture occupied 35% and gained significantly higher frequency than TC (10%) and other cultures content (10%).

Table (2): Distribution of big Vs little Cs cultural elements per unit in “My book of English 2”

Unit/Topics	N° Tasks	Target Culture		Source Culture		Other Cultures		Non-culture
		Big C	Little c	Big C	Little c	Big C	Little c	
Unit N° 01: “Me, my friends and my family”	72 (100%)	0 (0%)	1 (1.38%)	0 (0%)	12 (16.66%)	0 (0%)	1 (1.38)	58 (80.58)
Unit N° 02: “Me and my shopping”	55 (100%)	0 (0%)	10 (18.18)	0 (0%)	15 (27.27%)	0 (0%)	0 (0%)	30 (54.55)
Unit N° 03: “Me and my health”	76 (100%)	0 (0%)	12 (15.78%)	0 (0%)	6 (7.89%)	0 (0%)	0 (0%)	58 (76.33)
Unit N° 04: “Me and my travels”	85 (100%)	0 (0%)	0 (0%)	32 (37.64)	10 (11.76)	0 (0%)	2 (2.35)	41 (48.25)

Table 2 shows a detailed distribution and percentage of culture-related notes presented in “My book of English 2”. In unit 01 “Me, my friends and my family” non-culture content was of high frequency, it occurred in 58 tasks which occupied 80.58%. SC received a limited portion of attention and occupied 16.66%, while TC was of very low frequency and occupied 1.38%.

Unit 02 “Me and my shopping” the category of non-culture occurred in 30 tasks and occupied 54.53%. While TC (18.18%) and

SC (27.27%) received a limited portion of attention, the other cultures content was totally absent.

As pointed out in unit 03 “Me and my health” non-culture content occurred in 58 activities which occupied 76.33% and gained significantly higher frequency than TC (15.78%). While SC was of low frequency and occupied 7.89%, other cultures content was totally ignored.

Unit 04 “Me and my travels” shows a considerable importance to SC content which occurred in 42 tasks and occupied 49.40%, as well as non-culture content which occupied 48.25% (Big C + little c). While other culture content was of a very low frequency and occupied 2.35%, TC content was totally absent.

Table (3): Distribution of big Vs little Cs cultural elements per unit in “My book of English 3”

Unit/Topics	N° Tasks	Target Culture		Source Culture		Other Cultures		Non-culture
		Big C	Little c	Big C	Little c	Big C	Little c	
Unit N° 01: “Me, my abilities, my interests and my personality”	78 (100%)	1 (1.5%)	2 (2.5%)	32 (41%)	14 (18%)	0 (0%)	4 (5%)	25 (32%)
Unit N° 02: “Me and lifestyles”	70 (100%)	0 (0%)	16 (23%)	5 (7%)	19 (27%)	0 (0%)	0 (0%)	30 (43%)
Unit N° 03: “Me and the scientific world”	64 (100%)	0 (0%)	0 (0%)	21 (33%)	0 (0%)	17 (26%)	0 (0%)	26 (41%)
Unit N° 04: “Me and my environment”	86 (100%)	15 (17%)	1 (1.5%)	21 (24%)	1 (1.5%)	8 (9%)	0 (0%)	40 (47%)

The data presented in table 03 demonstrates a detailed distribution and percentage of culture-related notes presented in “My book of English 3”. In unit 01 “Me, my abilities, my interests and my personality” SC category was of a high frequency and occurred in 46 activities (Big C+ little c) which occupied 58.96%. while non-culture category occupied 32.08%, other cultures category received a limited portion of attention (5.12%) as well as TC which occupied 3.84% (Big C+ little c).

In unit 02 “Me and lifestyles” non-culture category occurred in 30 activities and occupied 42.87% which demonstrates the highest frequency in the unit. While SC category occupied 34.28% and TC occupied 22.85%, other cultures content was totally absent.

In unit 03 “Me and the scientific world” non-culture content received the highest frequency and occupied 40.63%. While SC occupied 32.81% and other cultures content occupied 26.56%, TC was totally ignored and occupied 0%.

As pointed out in unit 04 “Me and my environment” non-culture category occurred in 40 tasks that occupied 46.53%. While SC content occupied 25.57% and TC occupied 18.60%, other cultures content received a limited portion of attention and occupied only 9.30%.

Table (4): Distribution of big Vs little Cs cultural elements per unit in “My book of English 4”

Unit/Topics	N° Tasks	Target Culture		Source Culture		Other Cultures		Non-culture
		Big C	Little c	Big C	Little c	Big C	Little c	
Unit N° 01: “Me, universal landmarks and outstanding figures in history, literature and arts”	134 (100%)	24 (17.91 %)	0 (0%)	24 (17.91 %)	0 (0%)	44 (32.83 %)	0 (0%)	42 (31.35%)
Unit N° 02: “Me, my personality and life experience ”	132 (100%)	16 (12.12 %)	19 (14.39%)	34 (25.75 %)	8 (6.06%)	1 (0.75%)	3 (2.27%)	39 (38.66%)
Unit N° 03: “Me, my community and citizenship”	144 (100%)	0 (0%)	1 (0.69%)	0 (0%)	42 (29.16%)	0 (0%)	26 (18.05%)	75 (52.10%)

Table 4 demonstrates that in “My book of English 4” unit 01 “Me, universal landmarks and outstanding figures in history, literature and arts” shows that other cultures content occurred in 44 activities and occupied 32.83% as well as non-culture content which gained a similar distribution and occupied 31.35%. TC category received a

very low frequency and occupied the same percentage of SC category that occupied 17.91%.

Unit 02 “Me, my personality and life experience” demonstrates the highest frequency for non-culture content category that occupied 38.66%. While TC received an average portion of attention and occupied 26.51% and SC occupied a percentage of 31.81%, other cultures category received a limited portion of attention and occupied 3.02%.

In unit 03 “Me, my community and citizenship” non-culture content occupied 52.10%, SC category occurred in 42 activities and occupied 29.16%, and other cultures content was of a low frequency and occupied 18.05%. TC content was totally ignored and occupied only 0.69%.

3.2.2. Discussion

In “My book of English 1”, there is a little introduction of western cultural elements which was of a very low frequency in unit 2,3,4, and five, focusing on little c elements; food, hobbies, and lifestyles and big C elements in unit 5. More focus is on SC elements, particularly little c elements because at this stage pupils are more interested in playing, singing, being polite, greeting and introducing oneself. Little attention was given to big C elements, however the majority of tasks was of non-cultural content because pupils are not yet mature to give importance to culture in their life and studies, they just concentrate on how to learn the foreign language, its grammar rules and new vocabulary.

In “My book of English 2” more focus is on SC elements; big C and little c than other cultural elements (TC and other cultures), because pupils at this stage are willing to establish relations in their society and having friends. Therefore, they need to know how to greet people, being polite, the different dishes in the Algerian regions, and other cultural elements that they need while establishing social relations. Pupils are introduced with society in order to make them sociable and to increase their attachment with their community.

In “My book of English 3” names are also introduced , with little attention to geography and economy of the TC. However, all source cultural elements are discussed on large scale (big C and little c): music, history, geography and education. Because pupils are conscious enough to consider culture in their studies, and while establishing new relations as well.

“My book of English 4” pointed out that TC elements have been discussed on a larger scale than before. Big C elements are introduced; history, literature and art, but SC elements are still occupying the highest portion. History and literature are also mentioned in this book, as well as lifestyles and the feeling of belonging to the community and having the spirit/sense of citizenship because at this stage pupils’ attachment with society is increased.

3.2.3 Findings

The authors of the series: “My book of English 1”, “My book of English 2”, “My book of English 3”, and “My book of English 4” paid considerable attention on culture related contents by introducing cultural elements related to the source culture, the target culture, and other international cultural elements. The results revealed that a strong preference was for source cultural content, while low percentage and frequency of target culture and other cultures was observed. It is evident that the structure of AMSET was basically designed with the aim of promoting middle school pupils’ knowledge of source culture content more than target culture content.

The research found that there were three categories of culture presented in the AMSET and they were Source culture, Target culture, and other international cultures. Regarding these types, the findings showed various results: “My book of English 1” focused on the presentation of the SC elements, particularly little c themes (cultural values, hobbies). In “My book of English 2”, SC occupied a high frequency and presented the little c themes (lifestyles, cultural values, and hobbies) more than big c ones (History and Geography). “My book of English 3” enlarged the area for SC particularly big c themes

(Education, History, and Geography). Meanwhile TC and other cultures elements are still occupying a very little attention in comparison with SC elements. “My book of English 4” discussed the SC elements on a larger scale, particularly big C themes (History, geography, and literature). However, TC elements appeared to occupy a considerable attention than before, particularly, in unit 1 through introducing big C themes (History and Literature). The category of other cultures elements has been discussed with little attention through introducing big C themes (History, Geography, and Literature).

4. CONCLUSION

This present study analysed four Algerian middle school English textbooks to investigate which culture and what kind of culture were presented. The analysis revealed that such lack of target culture information and unbalanced selection in AMSET of cultural themes might not be sufficient to develop pupils’ intercultural communicative competence and thus might cause difficulties to develop pupils while taking part in communication contexts. The analysed textbooks provide different tasks about the target language, its grammar and vocabulary, more than the existence of the target culture, which enable the learners to be aware of other cultures than source culture. The research found that comparison and contrast among cultures are not found, and therefore, intercultural competence is not promoted. Overall, the Algerian Middle School English Textbooks (AMSET) did not present enough variety of cultural content that can build middle school pupils awareness about the exposure of target culture issue and its importance in the English textbooks. Regrettably, the textbooks are not relatively suitable to introduce target culture as well as other cultures to the pupils with a high emphasis on the pupils’ native culture.

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6. Appendices

Appendix 1

Table (A): The Distribution of big Vs little Cs cultural elements per unit in the AMSET

Unit/Topics	N° Tasks	Target Culture		Source Culture		Other Cultures		Non-culture
		Big C	Little c	Big C	Little c	Big C	Little c	
Unit N°: Title	(100%)							

Source: Created by the researcher

Appendix 2

Table (B): Analysis Criteria of Cultural Content in the AMSET

Unit N°:		Source culture (Algerian culture)	Target culture (American/British)	Other cultures
Big "C" themes	Politics			
	Economy			
	History			
	Geography			
	Literature			
	Music			
	Education			
Little "c" themes	Food			
	Holiday			
	Lifestyle			
	Customs			
	Cultural values			
	Hobbies			
	Gestures/Body language			

Source: Created by the researcher