MICRO ANALYSIS OF THE CULTURAL TOPICS IN THE ENGLISH FOREIGN LANGUAGE TEXTBOOK: THE CASE OF "NEW PROSPECTS" FOR THIRD YEAR SECONDARY SCHOOL LEVEL IN ALGERIA

التحليل الجزئي للموضوعات الثقافية في كتاب اللغة الإنجليزية: "*New Prospects*" كحالة للدراسة للصف الثالث الثانوي بالجزائر

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Abstract:

The present study is concerned with the microanalysis of the cultural topics in the in-use Algerian English foreign language textbook "New Prospects" which is designed for third-year secondary school students. It aims at exploring the distribution of the types and categories of culture in the target textbook. The study is conducted through a quantitative approach. The content analysis is operated as a research tool with the target textbook. The main results of the study show some dominance of big "C" culture and non-target cultural materials over small "c" culture and target culture. On the basis of the results, pedagogical implications and recommendations are suggested to remedy the existing cultural deficiencies in the textbook.

key words: Big "C" and Small "c" Culture; Target and Source Culture; Thematic Analysis; EFL Textbook; Micro Analysis

ملخص:

تهتم الدراسة الحالية بالتحليل الجزئي للمواضيع الثقافية المستخدمة في كتاب اللغة الإنجليزيةفي قسم اللغة الانجليزية الذي يحمل عنوان "آفاق جديدة" "*New Prospects*"والذي تم تصميمه خصيصا لطلاب السنة الثالثة لطور الثانوي. تهدف إلى استكشاف توزيع أنواع وفئات الثقافة في الكتاب المدرسي المستهدف. وتجرى الدراسة من خلال المنهج الكمي الذي يعتمد على تحليل المحتوى كأداة بحث مع الكتاب المدرسي المستهدف وقد أظهرت النتائج الرئيسية للدراسة نوعا من الهيمنة للثقافة الكلية على الجزئية وكذلك الثقافة المحلية على الثقافة المستهدفة. وعلى أساس هذه النتائج، تقترح الدراسة مجموعة من التوصيات التربوية لمعالجة أوجه القصور الثقافي الموجودة في الكتاب المدرسي.

الكلمات المفتاحية: الثقافة واللغة ، الثقافة الكلية ، الثقافة الجزئية، الثقافة المستهدفة، الثقافة المحلية، كتاب اللغة الإنجليزية كلغة أجنبية، تحليل المحتوى الثقافي.

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1. General Introduction

In the world of today there are many people who live in between cultures and languages and they interact over both cultural and linguistic borders. These new circumstances make all the educational systems recognize the importance of culture integration in the EFL, including Algeria. Furthermore, it is widely known nowadays that the process of EFL teaching and learning cannot be reduced to the direct teaching and learning of the linguistics skills. So the contemporary models of the communicative competence show that there is much more to do for teaching and learning English as a foreign language, and they include the vital components of culture integration (Zofia, 2008, p. 10).

The National Curriculum for English as a Foreign Language in Algeria issued by the National Ministry of Education in 2005 encourages all the EFL classroom elements to reach a fruitful interaction by bringing the real world situations into classroom environment under what is called

Competency-Based Approach. With this in mind, the research assumes that Algerian educators and course designers have realized that structural approaches to EFL teaching and learning have produced structurally competent but communicatively less or incompetent learners because traditionally EFL has been taught in isolation from its communicative contexts. Additionally, there has been a growing awareness that linguistic competence does not ensure an adequate level of successful communication (Hu, 2002, p. 22) . So, they have made a shift from linguistic approaches to communicative approaches as it is recognized that through the process of EFL in classroom, learners are encouraged to get involved in the construction of the world around them (Saez, 2002, p. 3).

Based on the aforementioned ideas which shape continuously every moment of the process of culture teaching and learning, the research problem came as a response to the researcher's professional experience in the field of EFL teaching. The researcher's experience with the third year EFL textbook "New Prospects" made it clear to observe some matters related to the issue of culture content which worth to be investigated. In regard to this situation, the researcher wants to delve into depth of cultural topics in the Algerian secondary school EFL classroom in relation to the target EFL textbook "New Prospects" being put into investigation.

The present study is concerned with the thematic micro analysis of the cultural topics in the Algerian EFL secondary school textbook "New Prospects" which is designed for third year students and attempts to show that culture teaching and learning through the medium of textbook hold an important place in the EFL classroom. In relation to this idea, the present study aims at developing the culture content in the Algerian EFL third year secondary school classroom. More specifically, it also aims at giving a general overview of the culture types and categories in the textbook "New Prospects" in terms of the most relevant cultural materials that textbook medium can provide and the cultural as well as communicative objectives that they can encourage at the same time.

In the light of the above presentation, this study has generated the following research questions in which each one is concerned with specific conceptual framework of the culture. So, it attempts to answer the following questions؛

a) What are the topics of culture incorporated in the in-use "New Prospects" EFL textbook؟

b) To what extent is the EFL textbook "New Prospects" based on big "C" and small "c" themes of culture ؟

c) What are the categories of culture incorporated in the in-use "New Prospects" EFL textbooks ؟

d) To what extent are the target and the non-target culture presented in EFL textbook "*New Prospects*" ؟

e) Is the culture content in terms of topics and categories of culture equally or non-equally distributed in the "*New Prospects*" textbook?

2.   Literature Review
2.1.   Culture and Language

The notion of culture occupies a central position in the field of human and social sciences. According to (Hollins, 2008, p. 18) "culture simply is a learned pattern of thought and behavior that are passed from one generation to another and are experienced as distinct to a particular group". So it is a simultaneously action and a state of being towards everything around us. Culture by this way is about the question of who we are and how we exist in the world.

It is imperative to organize the culture based contents in the Algerian EFL classroom setting within this dimension. Since many EFL teachers and learners are expected to have some personal, academic, and professional experience of dealing with more than one culture. As an example, at least, everyone has intentions to interact, deal, and communicate with people of other cultures other than theirs through the medium of English language.

According to (Xiao, 2010 , p. 18) "language and culture are closely linked because language and culture are both integral parts of human life for communicating as supported by many scholars". In other words, we can say that the nature of the relationship between language and culture is that; language determines thought and culture.

2.2.   Types "Themes" of Culture

Themes of culture can be ranked according to their levels and importance. For example, it can be looked; on the one hand, at grand themes such as great authors, important historical movements, and classical music, on the other hand, it can be also looked at more minor themes such as current popular trends or news items. These classifications of cultural

themes into major or minor themes are frequently called Big "C" or little "c" culture (Xiao, 2010).

2.2.1.   Big "C" Culture

We refer to Big "C" culture to the representation of "facts and statistics relating to the arts, history, geography, business, education, festivals and customs of the target speech community" (Laohawiriyanon, 2013, p. 85). Thus, any culture which focuses on the products and contributions to a society and its outstanding individuals, is often referred to as Large/Big/Capital/Macro "C" culture. Furthermore, it is maintained that the domain of big "C" culture is for the highly educated people (Wintergerst, 2010).

2.2.2.   Small "c" Culture

Small "c" culture is another aspect of cultural themes. It refers to the daily aspects of life that embody everything as a total way of life (Laohawiriyanon, 2013, p. 85). These aspects of daily life could be visible (gestures, body posture, use of space, clothing style, food, hobbies, music) or invisible such as popular issues, opinions, viewpoints, preferences and tastes (Peterson, 2011). It is clear by now that small "c" culture is not restricted to any particular social class but it is intended for all categories and individuals within any society.

2.3.   Categories of Culture

Regarding culture related content materials in EFL classroom in relation to textbooks; the current research postulates that the culture based contents in terms of categories of culture plays a crucial role in EFL classroom. This research is in agreement with Cortazzi and Jing's (1999) model about the types of cultural materials with very slight modifications. They provide a novel look at the sources of cultural information and classify themes follows:

2.3.1.   Source Culture

The source culture category refers to the learners' native culture. It is represented in the present study by the Algerian National culture; Islamic and Arabic Nations culture altogether. Generally speaking, this category is produced at a national level for a particular given country.

It is argued that the germane of source culture is to cultivate learners' knowledge of their own culture (Laohawiriyanon, 2013). Therefore, the introduction of the source culture into the EFL classroom is as important as other cultures.

It is worth to mention, as well, that through the source culture, students will have a chance to learn about topics, themes, and vocabularies which are related to their native background through the target language. So, they can interact successfully with people from different cultures.

2.3.2. Target Culture

This category usually focuses on one or two target cultures, such as the U K and U S A. It is represented in this study by the cultures of the U S A and U K which are the countries where the target language is spoken as a first language "any English-speaking countries where English is spoken as a first language".

The rationale for integrating target culture into EFL classroom lies in the fact that learning a target culture will enhance students' motivation and develop their attitudes toward language learning.
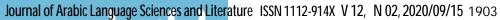
2.4.   Culture Place in Textbooks
2.4.1.   Source Culture Based Textbooks

This first category includes textbooks which refer to the learners' own culture. Usually, these textbooks are produced at a national level for a particular country. Within this type of textbooks, learners are prepared of how to talk about their own culture to visitors to their country rather than be prepared to encounter other foreign cultures. Furthermore, they make both of the target cultures and home cultures identical.

By having this type of textbooks, it is expected that EFL learners will cope with the situation and the EFL teacher is expected to act as a mediator, mediates the textbook in classroom interaction, by indicating which aspects the source culture would be more interesting or even more problematic for EFL learners.

2.4.2.   Target Culture Based Textbooks

This type of textbook is based on the target culture; they usually focus on one or two target culture. Though this type is widely used all over the

world, they are often criticized for their commercial nature and seen as publishers' promotional materials since they are subjected to the market pressures. An outstanding example of this type is "Success-Communicating in English" which is set in the United States of America but marketed all over the world. It presents an overview of the multi-cultural nature of American society and some aspects of the minority groups.

The target culture textbooks are written to present EFL learners with different voices from the countries where English language is spoken as first language and provide them with a spacious room for analyzing problematic situations.

3.   Research Methodology

The previous sections relied on the conceptual analysis of the existing literature concerning the issue of the culture in the EFL classroom. It made the reasons clear to design the research methodology. So the present discussion is a reflective account of the steps undertaken in the current research.

3.1.   Research Approach

The approach used in the current textbook's survey is a mixed method in nature. It relies on techniques that apply to numerical data using frequencies and percentages with expressions of descriptions of the data. In order to investigate the variety of topics, and categories of culture that are used through the in-use EFL textbook, a content analysis is selected as a research method to analyze the cultural data.

3.2.   Research Instrument "Content Analysis"

In order to explore the distribution of the topics and categories of culture that are taught and learned through the target EFL textbook "*New Prospects*" at the Algerian secondary school third level, a content analysis is selected as tool used in the present study. It intends to examine the target sample textbook to see whether it incorporates cultural topics and categories in a workable way or not.

Content analysis is defined by some as "a technique that enables researchers to study human behaviors in an indirect way through an analysis of their communication" (Yen, 2000, p. 65). It is a method of observation in the sense that instead of asking people to respond to questions, it takes the

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communications that people have produced and ask questions of communications.

So this tool addresses the issue of micro evaluation of the culture based contents in one of the most sensitive secondary school level in Algeria which is the stage of the final examination through the in-use textbook "*New Prospects*".

3.3.   Samples Selection Procedures "New Prospects EFL Textbook"

The in-use EFL "*New Prospects*" textbook which is designed for third year secondary school level represents the sample and sampling population of the content analysis survey.

The target EFL textbook "*New Prospects*" is written by Algerian authors in January 2005 who are appointed by the National Ministry of Education. It is designed in order to reflect the Algerian personality, hopes and aspirations at the individual, societal and state levels (Ben Semman, Riche, & S.A, 2005).

The present study intends to conduct a thematic analysis of it in terms of the distribution of the types and categories of culture to see whether it meets the more likely outcomes or not.

3.3.1.   Description of the Target Textbook "New Prospects"

This following section provides a description of the target textbook "*New Prospects*". The selected sample consists of one textbook belonging to the third level of which it is designed. The text book is launched as part of the general Education Reform initiated by the Ministry of National Education in 2002. Unlike the two previous generations, this new generation marks a shift in the overall teaching and learning paradigms where the process of EFL teaching and learning puts stress on the ability to make learners engage more in meaningful communication in the real life situations.

"*New Prospects*" is the last of a series of the three secondary school textbooks. It contains six units dealing with six themes recommended in the syllabus with recurrent language functions, grammatical structures and language components as well as skills and strategies. There are four mandatory units in which every stream is expected to engage with. The units are: "Exploring the Past", "Ill Gotten Gains never Prosper", "Schools:

Different and Alike", "Safety First", "It Is a Giant Leap for Mankind" and "Keep Cool" (New Prospects, 2006: 4).

Through four out of six thematic units, learners are supposed to undergo different real-life experiences; they are promptly impelled to respond to different problem-solving situations, where they are set individually, in pairs or in groups to ponder, formulate thoughts and rejoin to behavioral patterns acting out in society. This textbook proves to converge with third level syllabus and the integral national curriculum finalities. In that way, it constitutes a basic means for incorporating national values with universal ones so as to urge learners to freely gird themselves for the trials they would encounter ahead.

3.4.   Data Collection Procedures

- **Choose an appropriate sample of texts or images:** the criterion for the choice of such a sample should be quite explicit.
- **Break the text down into smaller component units:** the unit of analysis can be each and every word. Alternatively, the analysis can use complete sentences as the unit, whole paragraphs or things like headlines. It can also be based on visual images or the content of pictures. The current research breaks down the textbooks into units, sections, and tasks.
- **Develop relevant categories for analyzing the data:** the researcher needs to have a clear idea of the kinds of categories, issues and ideas that he or she is concerned with, and how these might appear in the text. The researcher might wish to code the text and the image. The current research codes the culture-based contents into types and categories with their themes together using two checklists of data collection.
- **Count the frequencies with which themes occur in each unit "micro analysis":** the first part of analysis is normally to count the frequency and percentage of the times when various types, categories and themes of culture occur in each unit.
- **Count the frequencies with which themes occur in all units "macro analysis":** the first part of the analysis is normally to count the frequency and percentage of the times when various types, categories and themes of culture occur together.
- **Analyze the text in terms of the frequency of the units and their relationship with other units "macro analysis":** once the units have been coded, a more sophisticated analysis is possible which links the units and attempts to explain when and why they occur in the way they do.

3.4.1.   Checklist for Data Collection

The first checklist addresses the cultural topics in terms of the categories of culture, while the second one is about types of culture. These two checklists are infused and designed altogether to gather holistic data about the "*New Prospects*" Algerian EFL textbook.

A- Cortazzi and Jin Checklist

This checklist collects data in the "*New Prospect*s" textbook. It investigates all the cultural topics concerning the following categories of culture:

- the source culture (learners' native culture or any culture out of the English speaking countries),
- the target culture (English speaking cultures, more specifically, the U S A and the U K).

On the other hand, it examines the potential of this type of content to develop the learners' cultural skills. It tries to pinpoint how such elements enable the learners to perceive and categorize socio-cultural situations (Cortazzi, 1999).

B- Chen Checklist

Chen (2009) checklist is designed to collect data about the cultural topics. The checklist of Chen is composed of 9 themes for big "C" culture and 13 themes for little "c"'. The researcher adopts the following principles to conduct the data collection in relation to the types and themes in the in selected EFL textbooks in the table below.

Number	Big "C" culture	Small "c" culture
1	Government/politics	Food
2	Economy	Holidays
3	History	Living style
4	Geography	Customs
5	Literature/art	Beliefs/values
6	Society's norms	Hobbies
7	Education	Gestures/Body
8	Architecture	Language

9	Music	
Total	**9 Themes**	**7Themes**

3.4.2. Data Analysis Procedures

The study produced both qualitative and quantitative data through content analyses. Frequencies and percentages were used to calculate each procedure item in order to describe in details the thematic and micro picture of how "*New Prospects*" EFL textbook rates the cultural topics in terms of types and categories of culture in the Algerian secondary school EFL classroom. The obtained data were analyzed as follows:

➢ **Data Classification and Organization:** in this step the data are ordered in tables and according to each procedure of the data collection checklists being infused, adopted and applied in the current study.
➢ **Data Description and Reading:** this step involves the process of reading the data depicted in the tables through frequencies and percentages.
➢ **Looking for Justifications to the Data:** In this step, the multiple justifications of the data and how they agree or disagree with the main theories displayed in the theoretical framework of the study. By this step, it can be considered that data are meaningful and are the right answers to the research questions and problem. All in all, this step adds more meaning to the data.
➢ **Joining the Data with the Research Problem, Assumptions and Questions:** in this step, the data are connected with the research problem and questions by explaining the quality of the research's questions with their possible relationship to the data collected. This step examines whether the nature of the data contribute to answer the research questions or not.

4.   Results

To answer the main research questions, the data obtained from the "*New Prospect*s" textbook were analyzed according to the types and categories of culture. In addition, each type of culture was analyzed according to a number of topics. The distribution of categories and types of culture in the textbook in each unit is presented in this section.

4.1.   Textbook's Data in Unit One "*Exploring the Past*"

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Culture Type	Culture Theme	Target Culture		Non-Target Culture	
		F	%	F	%
Big "C" Culture	History	02	04.45%	24	54.54%
	Literature	01	02.27%	02	04.45%
	Architecture	/	/	05	11.63%
	Society Norms	/	/	01	02.27%
	Economy	/	/	03	6.81%
	Education	/	/	02	04.45%
	Government	/	/	01	02.27%
Small "c" Culture	Customs	/	/	01	02.27%
	Living styles	/	/	01	02.27%
	Beliefs & Values	/	/	01	02.27%
Total	7 + 3 = 10	03	06.72%	41	93.28%

The above table demonstrates the occurrences of 10 themes of cultural topics which are related to the two types of culture presented in the textbook. Seven themes of big "C" culture and three themes of small "c" culture ranked as top frequency. Concerning the categories of culture, it was noticed that the non-target cultural themes occupied the total of 93.28% while target culture themes occupied only 06.72% showing a heavy higher percentage of non-target culture than that of target cultures.

"History", "Literature", "Architecture", "Society Norms", "Economy", "Education", and "Government" are seven themes which were significantly found in terms of frequency. Most detailed of the culture based contents were those of the non-target culture. The "History" theme was ranked as top frequency, with a total percentage of 58.99% occurrences. Its issues were designed in relation to the non-target culture mostly. The historical matters were expected in advance through the general title of the unit "Exploring the Past". Consequently, the related topics were observed throughout the whole unit such as maps "New Prospects: 15-32" and texts throughout the Unit 1 about the ancient civilizations such as "The Maya Civilization", "Algeria at the Crossroads of Civilizations", and "Egyptian Civilization". Additionally, there is a great deal of images in "Ibid: 14-22-27-36-41" which explores different civilizations all over the world. Finally, a timelines in "New Prospects: 35" explores a historical account of the Western Civilizations in a chronological order starting from "The Antiquity

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– The Middle Ages - The Renaissance - The Enlightenment – The Industrial Revolution-and so on".

The "Literature" theme was presented through two poems "New Prospects: 44"; the first poem was about "Rise" for Langston Hughes while the second one was about "Weary Blues and Fall of Civilizations" for Percy Bysshe Shelley.

The theme of "Architecture" was observed through pictures in "New Prospects: 14-27" which explored the architectural designs of the ancient civilizations such as "The Hanging Gardens of Babylon" and "Thamugadi – Timgad-"

The "Education" theme was presented through a text in "New Prospects: 26" which appreciates the scientific achievements of the Greek and Egyptian civilizations. Another passage in "Ibid: 28" which shed more light on the action of studying civilizations the case of "Jean Francois Champollin (Ibid, 1790-1832)".

There were three themes under small "c" culture. Of all the themes, the "Customs" theme was observed through a picture in "Textbook: 36" which expresses one of the traditions of the Egyptian civilization in terms of the way they bury their dead people. "Living styles" which was presented through a picture in "New Prospects: 36" which indicates the way ancient Egyptian people dress. "Beliefs and Values" was observed in "Ibid: 38"showing one of the major beliefs of the ancient Egyptian people which was about the idea that the king was himself a living god, a divine ruler who had magic control over the weather and the Nile, and who alone brought safety, prosperity and happiness to the nation. The pharaoh was revered to such degree that Egyptian people dared not mention him by name. They only spoke of the palace in which he lived. That is why they called him Pharaoh, which means "Great House"

4.2.   Textbook's Data in Unit Two "*Ill –Gotten Gains Never Prosper*"

Culture Type	Culture Theme	Target Culture		Non-Target Culture	
		F	**%**	**F**	**%**
Big "C" Culture	Economy	10	20.83%	21	43.75%
	Society Norms	02	04.16%	03	06.25%
	Government	01	02.08%	06	12.50%

	Literature	01	02.08%	01	02.08%
Small "c"	Beliefs and Values	01	02.08%	02	04.16%
Total	**04 + 01 = 05**	**15**	**31.23%**	**33**	**68.77%**

The table above shows the percentage and frequency of big "C" and small "c" cultures. As far as the types of cultures are concerned, the percentage of big "C" culture and small "c" culture are 82.23 % and 17.77%, showing a higher percentage of big "C" culture than small "c" culture. On the other hand, the percentage of target culture and non-target culture are 31.23% and 68.77%, showing also a higher percentage of non-target culture than target culture.

Four themes of big "C" culture and one them of small "c" culture ranked as top 05 occurrences. The "Economy" theme under big "C" culture ranked as top frequency, with a total of 20.83% for target culture and 43.75% for non-target culture occurrence. The second highest theme was "Government" (14.58%), followed by "Society Norms" (10.41%) and "Literature" (04.16%).

Most detailed contents of these four themes were as follows; the "Economy" issues were designed in relation to non-target culture nearly. The economic matters were identified through topics such as the different illegal practices in business like corruption, spending money on lobbying, false accounting, bribery, counterfeiting, and so on "New Prospects: 46-55". Additionally, there was a call for keeping good manner and ethics in doing business. The focus of the whole unit is to make learners believe more in the importance of ethics in business "Ibid: 66-69".

The theme of "Government" was observed in "Ibid: 45" through a picture about one of the governmental bodies "The Accounting Council". Also in "Textbook: 48-49" there was an emphasis on the role of the government in fighting all sorts of corruption in business.

The "Society Norms" was referred to through texts and tasks to increase the awareness of learners altogether about the importance of ethics, social and environmental responsibility in business. It made a call on the way they should be and behave in business not on the way they like as it was shown in "Ibid: 61" "Business is Business".

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The theme of "Literature" was observed in "Ibid: 53" through a picture about some famous works of arts which were subjected to imitation and it was also seen in "Ibid: 73" through a poem about "Money, Money, and Money".

Concerning small "c" culture based contents; it was identified through only "Beliefs and Values" theme. It was introduced by topics in "Ibid: 64" when learners were asked to express their own beliefs and values towards business in relation to money, wealth, ethics, safety regulations, and environment. In short, it explained to the EFL learners and EFL teachers that business activities should have a code of good practice to ensure fairness.

4.3.   Textbook's Data in UnitThree "*Schools: Different and Alike*"

Culture Type	Culture Theme	Target Culture		Non-Target Culture	
		F	%	F	%
Big "C" Culture	Education	22	47.82%	19	41.30%
	Literature	01	02.17%	/	/
	Music	02	04.34%	/	/
Small "c" Culture	Beliefs and Values	01	02.17%	/	/
	Living Styles	/	/	01	02.17%
Total	05	26	56.50%	20	43.50%

As seen in table above above the frequency and percentage of 05 themes of culture. As far types of culture are concerned, the percentage of big "C" culture and small "c" culture are 95.63% and 04.37%, showing a higher percentage of big "C" culture than small "c" culture. Concerning categories of culture, the percentage of target culture and non-target culture are 56.50% and 43.50%, showing a slightly higher percentage of target culture than non-target culture.

To conclude the above findings, the table demonstrates the frequency of 05 themes of culture. The 03 themes under big "C" culture were occurred as follows; the "Education" theme was ranked as top frequency, with a total of 47.82% for target culture and 41.30% for the non-target culture. The second highest theme was "Music" (04.34%), followed by "Literature" (02.17%). The 02 themes under small "c" culture were occurred as follows;

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the "Beliefs & Values" and "Living styles" occurred in one position for each with 02.17%.

Most detailed contents of the three themes subjected under big "C" culture are as follows; the "Education" issues were the most dominant. It was mentioned through topics such as "Education in Britain" "New Prospects: 83" in which it presents the education system in Great Britain and it compares it with that of the U S A. In "New prospects: 92" a picture represents it through one of the girls' secondary school in Britain with the official school uniform. It was further observed in "Ibid: 97" through a diagram about education system in the U.S.A. from the Nursery School to the Doctorate Degree.

Additionally in "Ibid: 98" a texts about the education system in the U.S.A. An important topic about "Education" theme was also seen in "New Prospects: 103" in which learners were instructed to carry out a research into the British and the Algerian educational systems in terms of organization, curriculum, school years, holidays, types of exams and qualifications. To sum up, most of the "Education" topics displayed intended to compare between the multiple educational systems in terms of similarities and differences.

The theme of "Music" was observed through topics when the authors of the Textbook included a song under the title "what did you learn in school today? In "New Prospects: 105" by Tom Paxton about education.

There were two themes in the Unit 3 with frequency occurrence which were under small "c" culture. Of all the themes, the "Beliefs and Values" theme was observed through topics in "Ibid: 99" when there was a discussion about some beliefs and values that Americans people held about education matters such as the importance of education being available for all, the place of religious and moral education, and the most commonly debated topics include whether teachers should ask students to say prayers and whether it is right to beat them for punishment. The "Living Styles" theme was noticed in "Ibid: 94" through the biography of Marie Cure as a sample of the people of education who lived and devoted their life to knowledge.

4.4.   Textbook's Data in Unit Four "*Safety First*"

Culture Type	Culture Theme	Target Culture	Non-Target Culture

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		F	%	F	%
Big "C" Culture	Economy	08	20.00%	09	22.50%
	Government	01	02.50%	01	02.50%
	Music	01	02.50%	/	/
Small "c" Culture	Food	08	20.00%	06	15.00%
	Living Styles	01	02.50%	03	07.50%
	Holiday	01	02.50%	01	02.50%
Total	**03 + 03 = 06**	**20**	**50%**	**20**	**50%**

The above table demonstrates the frequency and percentage of 06 culture based contents themes related to the two types of culture. As far as types of culture, the percentage of big "C' culture and small "c" culture are 50.00% and 50.00%, showing a total equal percentage of small "c" culture and big "C" culture. Concerning categories of culture, the percentage of target culture and non-target culture are 50.00% and 50.00%, showing a total equal distribution of target culture than non-target culture.

"Economy", "Government", and "Music" are three themes under the big "C" culture which were significantly found in terms of frequency and percentage. The "Economy" theme was the highest occurrence, with a total of 32.50 %, (20.00%) for the target culture and (22.50%) for the non-target culture. The second highest theme was "Government (05.00 %), followed by "Music" (02.50%).

Most detailed contents of these three themes subjected under big "C" culture are as follows; the theme of "Economy" was displayed in relation to both types of culture. The ""Economy" issues were designed through topics about advertising in "New Prospects: 123-126-129" in which they highlighted the extent to which companies in Algeria and abroad appeal most to sell their goods and services. And in "Ibid: 132" the project workshop instructed to conduct a survey on the impact of advertising.

The "Government" theme was displayed in two positions. It was introduced through topics in "Ibid: 109" when they mentioned the role of the government in protecting the environment form pollution. It was seen also in "Ibid: 111" when the authors introduced the role of governmental and non-governmental associations in protecting the consumers from dishonest businessmen and their role to ensure safety standards. The last theme was "Music" which was presented though a song for eating "Dad, Joe and the Match" in "Ibid: 134".

"Food", "Living styles", and "Holiday" are three themes under small "c" culture which were significantly found in terms of frequency and percentage in the Unit 4. The "Food" theme was noticed throughout the Unit 4 at a high frequency when it mixed safety standards with food. It was seen in "Ibid: 113-"114 through a topic about "How is Your Energy Balance" in which it explained the amount and type of food and its relation with the energy balance. And in "Ibid: 117" health warnings are introduced.

The "Living styles" theme was presented by topics in "Ibid: 112" when learners were asked to prepare a speech about the possible changes that are likely to happen in the next decades in our life styles in terms of shopping habits, eating habits, entertainment and leisure.

The "Holiday" theme was observed in "Ibid: 131" through an advertising paper for holiday under the title "Isn't it time to take refreshing holidays with us at fair prices".

4.5.   Textbook's Data in Unit Five *"It's a Giant Leap for Mankind."*

Culture Type	Culture Theme	Target Culture		Non-Target Culture	
		F	%	F	%
Big "C" Culture	Geography	11	45.83%	11	45.83%
	History	01	04.16%	01	04.16%
Small "c"	Beliefs and Values	01	04.16	/	/
Total	02	12	50%	12	50%

According to the above table, the Textbook authors did not pay more attention to the culture. Only "Geography" and "History" are observed. The "Geography" theme raked as top frequency, with a total of 91.66 %, followed by "History" with 08.32%. As far categories of culture are concerned, the frequency and percentage of target culture and non-target culture are 50.00% and 50.00%, showing a total equal distribution. Concerning types of culture, the percentage of big "C" culture and small "c" culture are 196% and 04.00 %.

The "Geography" issues were designed in relation to both target culture (45.83%) and non-target culture (45.83%). The geographical matters were identified through topics throughout the Unit 5. It was observed first in "New Prospects: 135" through two pictures about astronomy; the first one

was about the "Old Royal Observatory at Greenwich center" for the target culture while the second one was about the center of astronomy in Algeria. On the next page there was a picture about the earth planet and the space satellites. It was also seen in "Ibid: 138-139" through some statistics and dimensions about the Earth planet.

"Geography" was further developed in "New Prospects: 143- 144" through a text under the title "The Solar System" which was fostered with a picture to symbolize the solar system. In "Ibid: 157-158" there was another text about the universe and the advantages of the research in order to save the life of human beings from possible dangers that may originate from space. Finally, it was noticed in "Ibid: 162" when learners were instructed to design an astronomy booklet and a song about "Astronomy Domine" in "Ibid: 164".

"History" was observed through topics in "New Prospects: 141" about the history of astronomy and the first astronaut who orbit the Earth. In "Ibid: 151" learners were asked to make a booklet of some historic celebrities related to the astronomy.

Small "c" culture, it was identified only through "Beliefs and Values". It was introduced by topics in "New Prospects: 140" about the old belief of people that the sun revolved round the earth as a consequence of the fact that people saw the sun-rise in the east every morning and set in the west every evening.

4.6.   Textbook's Data in Unit Six"*We Are a Family*."

Culture Type	Culture Theme	Target Culture		Non-Target Culture	
		F	%	F	%
Big "C" Culture	Society Norms	02	09.09%	01	04.54%
	Literature	05	22.72%	02	09.09%
	Government	01	04.54%	/	/
	Music	01	04.54%	/	/
Small "c" Culture	Beliefs and Values	03	13.63%	04	18.18%
	Living styles	01	04.54%	01	04.54%
	Hobbies	/	/	01	04.54%
Total	**04 + 03 = 07**	**13**	**58.79%**	**09**	**41.21%**

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The above table represents the distribution of culture based contents categories in terms of frequency and percentage. As far as types of culture are concerned, the percentage of big "C' culture and small "c" culture are 54.52% and 45.48%, showing a slightly higher percentage of big "C' culture than small "c" culture. Concerning the categories of culture, the percentage of target culture and non-target culture are 58.79% and 41.21%, indicating also a slightly higher percentage of target culture than non-target culture.

"Society Norms", "Literature", "Government", and "Music" are four themes under big "C" culture which were significantly found in terms of frequency and percentage. The "Literature" theme ranked as top frequency, with a total of 31.81 % occurrence. The second highest was "Society Norms" (13.63%), followed by "Government", and "Music" with (04.54%) respectively. The "Literature" theme" was displayed through topics related to the different sorts of literature works. It was observed in "New Prospects: 166" through a picture about some famous Algerian comedians and a text in "Ibid: 174" about "Feelings" in which it compared between Americans and British people while they come to express their feelings. It was further noticed in "Ibid: 179" by a biography of Diana Frances Spencer and in "Ibid: 188" through both picture and text about the famous story of "The Unicorn in the Garden".

The theme of "Music" was observed in the "Time For" section by a song under the title "Love is all" in which it asked people to love and understand each other as a way of life.

"Beliefs and Values", "Living styles", and "Hobbies" are three themes under small "c" culture which were significantly found in the Unit 6. The "Beliefs and Values" theme ranked as top frequency, with a total of 31.81%. The second highest theme was "Living styles" with the percentage of 09.08%, followed by "Hobbies" (04.54%) . The "Beliefs and Values" issues were displayed through topics related to the role of humor in showing the funny side of life in "Ibid: 169". In "New Prospects: 174-175" the different values of both American and British people when they come to tackle the issue of feelings. "Living styles" was presented in "New Prospects: 183" through four different pictures about four particular living styles related to clothes.

5.   discussion , Pedagogical Implications, and Recommendations
5.1.   discussion:

In order to meet the answers of the research questions about cultural topics in EFL "*New Prospects*" textbook in terms of the cultural types and categories, the researcher has carried out a deep analysis of the cultural topics distributed in the target textbook and have arrived at a number of sound objective remarks. Below is a detailed description of the concluding remarks;

According to the findings and discussion above, there are two striking findings which are about the dominance of the big "C" culture over the small "c" culture. The reason is that the textbook authors want to introduce big "C" culture in order to enhance learners' macro cultural abilities rather than developing the learners' micro cultural abilities. Even big "C" cultural themes are important within any EFL textbook in a way or another, they do not best respond to the learners 'real cultural needs and objectives. In short, it is not acceptable to teach particular cultural themes at the expense of others because also small "c" cultural themes are essential for intercultural communication since they affect the ways of thinking, behaving and using a language appropriately and politely. So macro cultural knowledge does not constitute the real needs and aspirations of the participants especially at individual and societal levels as micro cultural knowledge. In other words, the textbook culture based contents should reflect the national Algerian aspirations through big "C" culture and personal aspirations through small "c" culture.

The statistics above have shown a higher percentage of non-target culture than target culture. More than half of the overall topics devoted for culture were related to the non-target culture. This fact is not in agreement with the question of textbook's suitability in terms of the cultural topics. The analyzed textbook was overloaded with cultural materials of the non-target culture and it contributes in a way or another to respond to the learners' needs. This is not acceptable to teach particular cultural category at the expense of others. This is because most studies who examined the same area of interest concluded that most of the textbooks were heavily overloaded with the cultures of English speaking countries by which learners are prepared to encounter other foreign cultures. To conclude, the cultural content in terms of cultural categories found in the textbook does not agree with what should be incorporated to achieve the final objective of culture teaching and learning. It is better to overload any language textbook with cultural materials of the target culture since learners are supposed to

enjoy more exposure to the target culture especially at this advanced secondary school level.
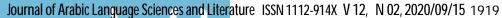
Strategic competence is the mastery of verbal and non-verbal communication to compensate for the deficiencies in grammatical competence. However, for non-verbal communication, it is found that the percentage of "Gestures and all Body Language" theme in the textbook is (00 %). Looking at forms of non-verbal communication as an example, gestures and body language are an integral part of any topic of culture, whose norms are implicitly understood by communicators of the same culture. However, people of other cultures usually have different norms in regards to the body language they use. The absence of gestures may produce at the end learners who are unaware of such communication situations, and henceforth, employ the gestures of their own cultures. However, if their gesturers are in contrast with those of their interlocutors, they might give impression of failure. Therefore, to use body language in a culturally appropriate manner, one should know about their way of life as well others who are different from them. So this helps to gain successful insights into in the intercultural communication situations. The learning about such a culture in terms of non-verbal language is essential to EFL classrooms.

5.2.   Pedagogical Implications

The conclusions of the current study can, to a certain extent, provide some useful information for EFL classroom. This study suggests a number of pedagogical implications which are as follows:

The findings of the current study show that the big "C" culture gained significantly higher frequency than small "c" culture in the Algerian EFL classroom. This small portion of small "c" culture may indicate that all the people who are concerned like the authors of instruction materials should reconsider the balance of types of culture with emphasis on fostering the intercultural communication situations. As far as themes of culture are concerned, it is supposed that more attention should be paid to themes of small "c" culture such as values, beliefs, gestures, food patterns, food habits, customs, holidays, living styles and hobbies by the textbooks authors in order to enhance learner communicative competence when they come to interact with people who are culturally different from them.

The study suggests that the cultural in terms of categories of culture shows that target cultural materials are given less attention than non-target

materials. The focus on learners' culture should be revised in order to make a kind of balance or slight focus on target cultural materials to understand and to be understood. As far as categories of culture are concerned, it is supposed that target culture prepares learners to encounter other cultures while source culture prepares them to speak about their culture. So, target cultural materials foster learners' communicative competence in the intercultural situations.

5.3.   Recommendations for Further Studies

The current study addresses the issue of the distribution of the cultural topics in the Algerian EFL classroom. This domain contains plenty of interesting topics and ideas that manipulate the different classroom practices. In order to catch up these recent concerns, the researcher thinks that a more research work is probably needed to develop both the theoretical principles and practical strategies that make it possible to put the new ideas into effect when they come to incorporate culture in the EFL classroom. The following list presents a sample of topics and research problems related to the same area that could be offered for further researchers.

❖ Exploring the cultural topics in other textbooks ("*At the Cross Roads*" for first year, "*Getting Through*" for second year) using micro, thematic, analysis and even evaluation.
❖ Exploring the cultural topics in the Algerian English foreign language classroom in relation to teachers and learners points of view.
❖ Conduct comparative and contrastive studies about cultural topics between the developments of the culture teaching and learning through textbooks in between the old and current generations.
❖ Exploring the cultural topics in any EFL textbook using different checklists, research tools, approaches, designs, types and so on in order to confirm or disconfirm the results.
❖ Exploring the cultural topics in other textbooks, teachers and students in different settings, samples and contexts in order to confirm or disconfirm the results.
❖ Exploring the cultural topics with all the classroom elements using multi-procedures of data collection and analysis in order to confirm or disconfirm the results.

General Conclusion

The current research is concerned with the thematic micro analysis of the topics of culture related issues in the "*New Prospects*" textbook for third year level Algerian English foreign language secondary school classroom. It aims at exploring the distribution of types of culture versus categories of culture in the textbook in order to find out ways of how the most relevant cultural materials that textbook medium can contain and the cultural objectives that they can encourage. The study relied on mixed method and the EFL "*New Prospects*" textbook as the research sample and population. The data were collected through the content analysis survey.

The empirical section of the current study made use of different steps related to the data collection and analysis procedures. It starts with the classification, analysis and interpretation of the data. The study concludes that the cultural topics in the textbook does not foster successful intercultural communication since it shows a dominance of big C culture over small c culture as well as some preference for non-target culture over target culture. Having stated the analyses and the interpretations of the findings, a number of sound conclusions, pedagogical implications and recommendations are suggested at the end of the study.

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