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**The Role of Intercultural Competence in Reducing Pupils' Ethnocentrism:  
The Case of Third Year Foreign Languages of Najah Secondary School,  
Sidi Bel Abbes**

*Dissertation Submitted in Partial Fulfillment of the Requirement  
for the Degree of Magister in Didactics*

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# Dedications

I dedicate this work to my future husband Reda who stands by my side, guides and inspires me to think and write.

Special feelings of gratitude go to my parents for their support throughout my process of learning and also to my sister and my brothers.

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# Abstract

The current study is basically attempted at finding the core ways that may help language teachers to improve this situation; more precisely that of ethnocentrism and to provide remedial interventions to that problem. Exploring that problematic which is related to the negative stereotypical judgments of pupils is based on evidence from questionnaires, an interview and classroom observation. Therefore, this investigation provides the reader with a worthy explanation concerning that issue.

The dissertation is divided into four chapters. All of which provide valuable information and detailed descriptions concerning the highlighted problematic which is that of ethnocentrism. The introductory chapter consists of three parts: the first part aims at giving an overview about language in general. The second serves as an introduction to the research context by determining the problematic, the research questions, the suggested hypotheses, the objectives of the researcher, etc. Whereas the final is devoted to the description of the research methodology. In the second chapter, the investigator presents a theoretical framework of the notions of ethnocentrism and intercultural instruction as a key to overcome that problem; providing definitions and literature which has been written about those concepts helps in understanding the problematic and in finding solutions. The third chapter provides detailed descriptive interpretations through analyzing the data extracted from the three tools (the two questionnaires, the interview and the classroom observation). Finally, the fourth chapter is devoted to presenting summaries of the findings, suggesting techniques for the purpose of helping instructors overcome the obstacle identified in the first chapter and citing the limitations of the study.

Having the ability to successfully interact with people from other societies depends on the understanding not only of the native culture but that of the others; this develop the ability to deal with mixed ethnicities and backgrounds which can greatly be developed by enlarging the amount of exposure to the different cultural aspects which make people more knowledgeable and tolerant to respect different ideologies.

# List of Acronyms

<b>Abbreviation</b>	<b>Meaning</b>
C.L.T	Communicative Language Teaching
C.A.M	Culture Assimilator Model
D.M.I.S	Developmental Model of Intercultural Sensitivity
E.F.L	English as a Foreign Language
F.L.S	Foreign Languages Stream
G.E.N.E	Generalized Ethnocentrism Scale
L.B.A.I	Intercultural Behavioural Assessment Indices
I.C	Intercultural Competence
I.D.I	Intercultural Developmental Inventory
I.P.T.S	Intercultural Perspective-Taking Scale
I.S	Intercultural Sensitivity
L1	First Language
L.C	Linguistic Competence
M.P.Q	Multicultural Personality Questionnaire
S.I.T	Social Identity Theory
S.D.S	Social Distance Scale
T.E.F.L	Teaching English as a Foreign Language
T.L	Target Language
U.S.A	United States of America
USE	United States Ethnocentrism Scale
WWII	Second World War
2.F.L	Second Year Foreign Languages
3.F.L	Third Year Foreign Languages

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# General Introduction

Technological advances have progressively overcome previous obstacles between communities and have brought people into contact; however, ethnic barriers still exist since the central concern of some people is to evaluate social identities by generalizing negative assumptions and showing judgmental attitudes. This creates a growing interest in the intercultural dimension as a key to cope with those obstacles. As far as learning foreign languages is concerned, having some ethnocentric attitudes towards the cultures related to the target language may negatively impede the process of accumulating the knowledge needed to enhance the language skills.

Everybody knows that cultures are different and so are their aspects. People who belong to the same cultural group are characterized by certain behavioural traits which are assumed to be strange for people from other cultures. The way people identify and consider their cultural identity is the result of different factors; some people consider the characteristics associated with their culture as superior and better than those of the out-group members who are perceived as possessing strange traits. Those stereotyping comparisons between cultural groups refer to the concept of ethnocentricity which indicates judging any out-group member in a negative way comparing to the native cultural aspects; this leads to having a strong belief of superiority.

Stereotypes are distinctive characteristics which make some individuals feel that they are superior than outsiders. This can be resulted in forming perceptions about what people of other cultural groups are like and how they behave; those perceptions are based on false assumptions and generalizations which assume that the members of other group share certain negative values and traits. Stereotypical labels are unconsciously conceptualized and this kind of social judgment may influence different aspects of the human life such as learning. It is the culture that shapes our self-awareness and understanding of other individuals; it also reflects customs or patterns of behaviour in relation to other cultures. This behaviour can range from acceptance, feelings of inferiority compared with other cultures, to racism which many consider as an aspect of ethnocentrism. Culture is the mirror which reflects social practices and characteristics. For that reason, syllabus designers as well as teachers should create different opportunities for learners to be in contact with the target culture i.e. the one that is

related to the English speaking countries. This can be realized through reinforcing the intercultural activities and dimensions that make them ethnographers who seek to discover otherness as if they visit those countries.

The emergence of the communicative approach has stressed the importance of culture in the foreign language classroom by creating real life contexts and exposing learners to different communicative situations which make them compare and contrast the similarities and differences between their own and foreign cultures. The term of intercultural competence has been used to reflect the view of discovering both the native culture as well as the foreign ones. To be able to reflect upon the characteristics of others, learners need first to be familiar with what is part of other cultures. In other word, the content of instruction should be designed in a way which develops learners' cross-cultural awareness and makes them able to recognize that there are other cultural frames. Developing interculturally competent language learners is the only solution to reduce any kind of ethnocentrism toward that language; thus, the aim of this paper is to know how teachers can help their language learners to get rid of their feelings of superiority towards other social or ethnic groups and to develop a certain intercultural sensitivity. Only through this they can develop their intercultural competence.

Because learning foreign languages gives the opportunity of coming into contact with different cultures and being exposed to new ways of seeing the world; stereotypes may be used to deal with what is unfamiliar and strange. The contact learners have with the new culture through the foreign language has a direct influence on their views; this drives them to stereotype to define any culturally different feature. These comparisons can influence their attitudes, cause confusion and sometimes refusal. This issue may interest any teacher or practitioner because it has negative effects and impedes learning; therefore, the problematic of that dissertation is about that problem which is that of ethnocentrism. The researcher suggests that problematic because she considers it as one of the negative learning experiences which needs to be improved by actions in the classroom and the combination of some beliefs and practices. Creating the best solutions and instructional tools are the first steps to succeed; therefore, measuring the level of that learning problem may lead to deepen knowledge on how to find solutions to reduce it.

This study attempts to discuss the ethnocentric attitudes that some pupils have towards the cultures related to the English language especially secondary school pupils. It also examines their degree of exposure to the intercultural dimension of teaching as a key to reduce the effects of the highlighted problem. Through this investigation, the researcher

attempts to investigate the opinions and attitudes of learners regarding the English speaking countries and cultures. She also seeks to determine the opinions of the teacher concerning the intercultural instruction and to see how and to what extent these attitudes are reflected in the classroom applications. To reach those objectives; the investigator observes 40 pupils in their secondary school studies (3<sup>rd</sup> year). This allows her to construct a number of questions and hypothesize possible answers. The general question formulated in this study is: Are secondary school learners interculturally competent? To know the answer, she then needs to ask other questions which may be: Are those learners ethnocentric or not? One should also ask their teacher to know if she is aware of developing that kind of competence. To accomplish this study and to reach the objectives designed; different procedures have been followed in addition to questioning one teacher from Najah Secondary school at Sidi Bel Abbes and her learners (40 pupils) by means of questionnaires, an interview and classroom observation.

As a solution to this serious learning problem; teachers today are expected to promote the acquisition of intercultural competence which has been considered very important in moving from ethnocentrism to ethnorelativism. Thus, any attempt to raise individuals' intercultural sensitivity will help them realize and understand cultural differences.

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## **1.1 Introduction**

Any researcher describes the process of his/her research, by starting first with an introductory chapter which serves as an overview of the steps underlying his/her research journey. In this dissertation, the first chapter can be considered as an introduction to the context of the research, to determine the problematic proposed by the researcher, and the objectives behind choosing the suggested topic of investigation. It aims at describing how the research will be undertaken, and of course no topic of research can be tackled without making a plan to draw the methods that are suitable to collect data; so this part of the dissertation is designed to describe which procedures will be followed to do that. In other words, the major goal of the first chapter is to provide the reader with a clear understanding of the methodology used to undertake the research.

The chapter is divided into three parts: the first part presents an overview about language as a means of meaning expression, then gives a brief description of the historical evolution of the English language, and how it is taught as a foreign language. The second part serves as an introduction to the research by determining the problematic, the research questions and the suggested hypotheses; the objectives of the researcher, etc. concerning the third part, it is devoted to the description of the research methodology; it gives the reader an idea about the population of the case study, and the research tools that are used to collect data.

## **1.2 Language**

One cannot imagine how life would be like without language, that is to say human beings unlike other species cannot live and cope with life experiences if they find themselves unable to express their ideas and needs via what they call language.

### **1.2.1 Language as a System of Meaning**

All human beings with normal brain capacities have an innate ability to be exposed to language, to acquire it and then to produce and comprehend it. They can make sense of our abstract ideas and feelings through using language which is a system involving a number of rules.

When defining language, one cannot exclude non-verbal communication which is symbolized in gestures. Using body language or the verbal form, the objective is to transmit messages and be active individuals who participate in different communicative contexts.

Language builds space for people to express what they want to express, to know what to say and how to say it, and how and when to react. Language paves the way for them to be part of daily communicative situations. Transferring ideas through linguistic means facilitates interaction between people, and as a result of interaction, human beings become social individuals who form relationships and deal with one another in different social contexts. All people know that language is created for the expression of meaning. It is a system of signs which can be encoded and decoded by persons who master that language, in order to build a bridge between thoughts and meaning. Thus, language is used as a tool to be able to express view points and ideas and of course to transfer them to others. This process is made to develop a kind of social interaction and build relationships, in that way the social world works.

Language is an art of creativity, because language users are able to create different sentences which they might never produce before. This defining feature of language is called infinite generativity which makes people create and construct endless sentences and paragraphs in order to express different things. The structure of language is based on a set of rules which are not only linguistic. Mastering those rules can enhance the abilities to become competent in expressing oneself and constructing communicative situations. As a communication tool, the function of language is to help people transfer knowledge from one generation to another; through this they enrich their cultural heritage which develops their understanding of the world around them.

Language either being spoken or written, native or foreign can serve as a medium of expression and communication. Thoughts can be transmitted in form of messages by speaking which represents the oral form of the language being used, or by writing which is the written form. Being spoken or written, the objective is to convey meaning so that a social environment can be constructed.

### **1.2.2 Language and Thoughts**

Language is a means through which thoughts are expressed; even complex ideas can be explained and understood through that system. Language and thoughts are interrelated, in the sense that thoughts are reflected in language, as stated by Valdes (1986) that conciseness in meaning and clearness of thoughts of a people depend to a great extent on their language.

People use language to inform others of what they feel, what they want, to express their opinions and communicate. Through language, they can determine what to say and how to say

it in multiple situations. Being able to think and then express thoughts is what makes a distinction between human beings and other animal species. For that reason, one can say that thoughts and language are interrelated. In De Saussure's words; language is the mirror which reflects how the mind functions.

*Language can also be compared with a sheet of paper: thought is the front and the sound the back; one cannot cut the front without cutting the back at the same time; likewise in language, one can neither divide sound from thought nor thought from sound*  
(1959:113)

Language and thoughts have a strong link, what one thinks is what he/she say, and what he/she says can lead to other thinking. There are several different theories that aim to discuss the relationship between thoughts and language. According to the Cognitive-behavioral Theory the way we think affects what we say and even our actions. Founded by Aaron T. Beck<sup>1</sup>, it explained that there is a connection between behaviour, language and thoughts. Another theory founded by Alfred Korzybski<sup>2</sup> attempts to explain that it is not always easy to portray thoughts into language. Despite the existence of different theories which interpret the link between thoughts and language, a general conclusion may be drawn which strengthens the idea that language and thoughts are interrelated, "how"? It is that task of linguists and maybe psychologists to determine the nature of that link.

Language serves as a mirror which depicts how individuals think and how their minds function. It is the tool that offers them the chance of explaining, asking, responding or participating in any communicative activity.

### **1.2.3 Language Acquisition and Language Learning**

To construct the correct form of language, human beings since childhood are seeking to develop their language skills. The first contact with language leads to language acquisition, babies from an early age try to acquire sounds to form their language, from crying to babbling to uttering their first words, until they will be able to a certain extent to express their needs and describe the environment around them.

It is widely recognized that acquisition is easier comparing to learning, because acquiring the language occurs in a natural environment in which more chances of practicing

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<sup>1</sup> **Aaron Temkin Beck**: an American psychiatrist and a professor of psychiatry at the University of Pennsylvania. He is regarded as the father of cognitive therapy

<sup>2</sup> **Alfred Habdank Skarbek Korzybski**: (July 3, 1879 – March 1, 1950) a *Polish-American* independent scholar who developed a field called general semantics



the language are available, and more real life situations are provided. Unlike learning which occurs in a specific setting, with formal instruction, limited by time constraints and a programme to follow, and with less authentic situations. As mentioned before, human beings are always seeking to develop their language, so they do not stop at the acquisition level. Once the mother tongue acquisition is completed they start their process of learning in educational institutions, where they follow formal instruction and they learn the language with its grammatical rules and socio-cultural aspects. Unlike acquisition, learning a language takes more time and requires more efforts because it is a conscious process. For that reason, learning foreign languages is a challenging experience, and some learners may face serious problems. Therefore, English Foreign Language teachers have as primary objectives to solve their learners' problems in order to make the learning process as effective as possible.

Although children naturally memorize languages faster than adults, learning at any age can be effective and strengthened through providing a secure environment which prepares learners for improvement and success.

## **1.2.4 English as a Language**

As a result of globalization and technological progress, English as a language started to be widely learnt and taught. Throughout history, that language was influenced by other languages such as French and German.

### **1.2.4.1 Historical Development of the English Language**

Baugh et al (2002) have explained the idea that today's English language is resulted from centuries of political development and social events which affected the English history and as a result they had an impact on the English language. The history of the English language can be summarized in four phases of evolution: Old English, Middle English, Early Modern English, and Present-Day English. Old English is the language used between 450 AD and 1100 AD, the period from 1100 to 1500 is Middle English, Early Modern English was used between 1500 and 1800, and the period since 1800 is Present-Day English.

The Roman conversion of the church of Britain in 597 AD, made contact between England and Latin civilization and made some additions to vocabulary. The Scandinavian invasions had an influence, in addition to the Norman Conquest, and later, English changed in both form and vocabulary from what it had been in 1066. In a similar way, the Hundred

Years' War<sup>3</sup>, the Renaissance, the development of England as a maritime power, the expansion of the British Empire, and the growth of commerce and industry of science and literature have contributed to the development of the English language (Ibid).

The political and cultural history of the English language is not simply the history of the British Isles and of North America, but also the history of some societies which have driven the language to change. Much of the vocabulary words of Old English has been lost and new words were born. Change of some words in meaning can be illustrated in the Shakespearean language, for example *Nice* in Shakespeare's time meant *foolish*; *rheumatism* signified a cold in the head.

Richards and Rodgers (1986) emphasize that English is nowadays the most studied foreign language, but five hundred years ago, Latin was dominant in terms of education, commerce, religion and government in the western world.

#### **1.2.4.2 The Importance of English**

It is commonly believed that English is becoming a widely used language, and through it, one can participate in a variety of social activities, because language is more than simply a way of expression, it helps people form relationships and know how to interact in different social contexts depending on sociolinguistic situations. English is one of the most important languages of the world. As stated by Baugh et al (2002), it is spoken by more than 380 million people in the United Kingdom, the United States, and the former British Empire. It is the largest of the Western languages.

Many people are aware of the value that the English language has in today's world. For that reason, the demands for learning it are increasing every day. There are different factors which make that language dominant and important; some people see it as their window to the outside world in the sense that they can use it as a medium of communication with others from different countries because it is widely spread. Others believe that through that language they can check recent researches and read books from other countries so it represents for them a source of knowledge.

It is widely recognized that the English language is becoming an effective means to communicate, to participate in international business activities, and to obtain information about the events all around the world. In her book "Teaching English Overseas", Mckay

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<sup>3</sup> **The hundred years' war:** War between England and France dating back from 1337 to 1453.

(1992) demonstrates that the reason for the widespread of English is the belief that a certain proficiency in that language may provide social and economic gains.

#### **1.2.4.3 The English Language in Algeria**

To know different issues about the English language in Algeria, one should first know something about the sociolinguistic situation in that country. Understanding how the social environment works in terms of languages facilitates acquiring knowledge about English, its status, when and how it is used. Since the dissertation is concerned with teaching English as a foreign language, the researcher seeks to explore how English is taught in Algeria and at which level.

The sociolinguistic situation in Algeria can be a topic of inquiry for many sociolinguists. Why? Because there are different languages used in the Algerian society. It is worth remembering that the official language of Algeria is Modern Standard Arabic that is recognized by the constitution as the language used in administrative papers. MSA is a standard language with its grammar, rules and dictionary. It is considered as the medium of instruction especially at the first stages of institutional education. Algerian Arabic is also used by the Algerian speakers; this refers to the dialects used for daily communication. It is a non-standard language since it has no grammatical rules, no dictionary, and no written form, and it is not official. A group of people (the Amazigh), use a language called Tamazight. Now it started to be taught at schools, and it has a national status, whereas French is considered as a second language, which starts to be taught at the Algerian primary schools (3<sup>rd</sup> year primary school). Because of colonial reasons, French influenced Algerians i.e. some people use it as a means of daily communication.

Concerning English, it represents a foreign language for the Algerians. It is not taught at the primary level, but starts to be taught at the middle school level (1<sup>st</sup> year middle school).

### **1.3 Teaching English as a Foreign Language**

Teaching English to non-native speakers is a challenging experience for teachers. TEFL refers to teaching English in formal contexts and English in that case represents a foreign language for learners.

### 1.3.1 Why TEFL?

Stern defines language teaching as *the activities which are intended to bring about language learning* (1983: 21). In other words, language teaching is more than instructing a class, it is a process which involves different activities, and it is the responsibility of the teacher to discover when and how to engage learners in the classroom environment.

EFL teachers are interested in providing their learners with the knowledge needed to be competent to a certain extent in the target language. According to Canale and Swain (1980, 1981); to be competent is in terms of three dimensions. In other words, they have defined communicative competence as having knowledge of grammatical rules and vocabulary and they named that component the linguistic or grammatical competence. The second competence which is the sociolinguistic one, is concerned with knowledge of socio-cultural rules of the language in order to know how to use the language being taught in an appropriate way. Whereas the third is the strategic competence which is the ability to use certain strategies to compensate for breakdowns in communication. Developing communicatively competent learners is the goal that most EFL teachers wish to accomplish, but of course communicative competence is not sufficient. Learners need other dimensions to succeed, to be accurate and fluent and to achieve that, teachers are supposed to set a number of plans which should be designed with taking into consideration different goals and of course their learners levels and needs. Richards et al (2002), demonstrate that the last three decades witnessed the development of the field of TEFL, which aims at improving the quality of teaching, as well as of learning by focusing on learners' needs, their motivation, the strategies they use to learn and the processes they go through in learning, without neglecting the roles of teachers as course developers, the methods they use to transfer knowledge, and the materials they use to promote understanding.

Teaching English especially to non-native speakers is not an easy task to do. It is a long process which may be influenced by different issues. However, the effective teacher is the one who knows what to teach, how to teach and how to react to any educational situation. To teach English as a foreign language, one needs first to consider his/her learners as social beings because each learner is an individual, who is characterized by a personality and by social traits which may influence the process of learning. When teachers become aware of those dimensions, they can easily cope with the problems they face in their teaching career,

and can find ways to help their learners cope with their learning problems in order to achieve their educational goals and tasks.

Teachers of English as a foreign language are the knowledge providers for learners, they are the ones who are able to make diagnosis for the psychological elements which intervene in the process of learning; when they understand the factors affecting learners' performance they can easily make a change. Teachers are the feedback givers for their learners; when giving them feedback of satisfaction vis-à-vis their performance, learners feel that they are praised. This may encourage them to work and participate in a variety of educational activities. Good English teachers are those who engage their learners in different classroom contexts and different authentic experiences which are related to real life situations. They are those who make their learners feel that they are decision makers instead of being just knowledge receivers.

Listing the roles of teachers will never finish, that is why there are many researchers of the field who every day present case studies and provide new techniques and ways to improve teaching, because teaching is a profession which is flexible and teachers are supposed to vary in the methods used, the tool, etc.

### **1.3.2 Difficulties in Learning English as a Foreign Language**

Learning is a journey which cannot be completed in a short period of time; it is a lifelong process i.e. the more people learn the better they achieve personal, intellectual and professional growth, and gain social respect. When learning a language, most people wonder to guess the period that they need to become proficient, but the answer is unknown because it depends on different factors which should be investigated in order to improve the quality of learning. As any other branch of study, learning languages requires efforts and concentration, especially foreign languages, because in that case the learner is exposed to other elements in addition to grammar and vocabulary, the exposure is also in terms of culture. For that reason, learners face problems and difficulties, and it is the responsibility of instructors to help their learners find ways to solve learning problems or at least minimize them.

Research findings indicate that learning a foreign language is not an easy task for learners who find themselves exposed to other components not only linguistic ones. Being exposed to a foreign language with its cultural aspects will certainly lead to learning difficulties which are considered as normal because they are part of the learning process.

Learners differ in their potential and abilities that is why they differ when it comes to difficulties; some of them reach fluency as well as literacy and seem to learn with a certain ease within a few years, while others encounter problems; so the degree of difficulty differs from one learner to another depending on different variations. Research also shows that learning a foreign language entails a number of difficulties, all of which can be reduced through teachers' attempts. For example grammar can be difficult for learners in the sense that it is different from that of the native language. In addition to difficulties in the spelling system, some may find difficulty in memorizing vocabulary words whereas others who may be influenced by their native accents experience problems in pronunciation; an example of that is the distinction between the English R and L for the Japanese learners. In the process of learning, errors are seen as a process of normal behaviour and they lead to progress. However, some learners feel embarrassed or negatively judged and their affective state can inhibit their ability to grasp knowledge and participate i.e. this represent an obstacle for them. Those are some examples; mentioning the difficulties that learners of English as a foreign language face will never come to an end, because learners are individuals with different personalities and they differ also in their level; so what can be difficult for one may not be for another. Therefore, it is the responsibility of teachers to discover those features which affect the learning process. Regardless of the degree of difficulty, any learner can benefit from solutions which are created by teachers through developing their classroom practices. Being aware of those difficulties is the first step which drives the teacher to find solutions and ways to reduce them so that their learners achieve their educational tasks, reach their goals and improve their future learning performances.

It can be very difficult for some learners to master the language they are learning. However, knowing how to cope with those difficulties provides many benefits, not only to fulfill their educational tasks but they also need the language to build a better professional career and have an opportunity to deal with people from other cultures with ease. In that dissertation, the researcher sheds light on one of the difficulties that some pupils witness. In the next part of the chapter the researcher presents a problematic which concerns a specific population.

## **1.4 Introduction to the Research**

As what some people say: "No one knows everything, but everybody knows something". Human beings cannot gain knowledge about issues in the world around them

unless they make experiments through research which facilitates for them the direct access to information.

Research is a detailed study, associated with inquiry and analysis of different resources. It requires time and efforts from the part of the researcher who attempts to present a step-by-step explanation to his/her work. Conducting research is not easy; therefore, making a plan helps the researcher manage his/her time and gives him directions regarding the entire research process. Investigators should involve their readers in the detailed procedures and explanations, by introducing aims, questions and other general information about the research, this is one of the writing stages of any dissertation. Writing a dissertation is not an easy task, even for experts. It needs time, gathering information to support the study and an ability to critically interpret the results. By concentrating, dissertation developers can avoid ambiguity so that it will be clear and interesting for readers. If the researcher cannot convey his/her thoughts and conclusions, then the work will lose much of its value and will not get the attention it deserves even if developed with efforts.

Giving readers an overview of the research provides them with general knowledge of the work as a whole. There are different steps to follow, regardless of the topic to easily construct the equipments needed to start. Presenting details about the research should be the initial part of any TEFL dissertation in order to give a general idea about the context of the research which motivates readers and ensures their attention on the rest of the work. Therefore, this part of the first chapter serves as an introduction to the research; it aims at determining the problematic, the research questions, hypotheses and other issues.

### **1.4.1 Choice of the topic**

Selecting a topic which interests the researcher and the reader is an important phase of the research. To make an interesting research work, one should ensure that the topic is strong, at the same time take into consideration the available data. Researchers may find a topic that seems to be interesting then they discover that it will be difficult to find information or books about it, so it is important to select what is supported with published writings. Choosing a topic is one of the most difficult steps in preparing any research; one of the ways to do that is by suggesting a tentative one and then trying to find background information about it. Reading about the tentative topic is effective in the sense that it may provide investigators with ideas and directions to reconstruct and finalize it. Selecting a topic of investigation is the

starting point for constructing the whole study; it paves the way to look for a variety of sources. Once choosing the scope, the mental flow of ideas starts to be activated.

Concerning that dissertation, as a first step of the research procedure, the researcher wanted first to examine the learning process of a group of pupils, for a short period of time, she believed that in that way she can determine their learning problems and the difficulties they face, then on that basis choosing a topic to tackle will be easier. The period was almost one month, in addition to attending their English courses, sitting at the back of the classroom and taking remarks, after each session the researcher asked the pupils to stay in the classroom for a while to develop a kind of discussion with them. The reason was to analyze and interpret their thoughts concerning the English language in order to be able to determine their problems in relation to learning. The language that was used in those discussions was English; at the same time they had the opportunity to express their ideas in the mother tongue when needed. When asking them: “Do you like learning English?”, one of them said that he does not like it because it is not the native language of Muslims, another one said that he is learning it not because he has the desire to do that, but because the technology of nowadays is based on English.

After those and other comments, the researcher realized that some pupils are not learning English because they have a strong desire to do so, but just because it is imposed by the ministry as a subject matter, or for other purposes as the one who related English with the needs to use technology, or the one who expressed his unwillingness of learning English because of religious reasons. Those ideas when combined with others, inspired the researcher to choose a topic related to those attitudes which is ethnocentrism, because she sees it as a serious problem.

### **1.4.2 Problematic**

Research is one of the most important means which facilitate the process of finding out solutions to educational problems. The process of formulating a problematic is an integral part of any research work; it is a valuable task which can help researchers clarify the truth, describe the current situation, plan for development, and demonstrate their understanding and research thinking for the purpose of transferring them to readers and specialized people in order to share views and strategies and enlarge knowledge concerning the phenomenon. It invites readers to ask different questions to be involved in open personal discussions and



motivated to read the other parts of the research work, and leads to research which involves criticism and bridges practice with didactical theories and pedagogical dimensions.

Determining the problematic represents the starting point for the investigator because it leads him/her to formulate different research questions, hypothesize possible answers and then use suitable tools to collect data and to propose solutions in order to reduce the problem being investigated. The problem statement is a clear description of an issue that concerns a specific group of learners, either beginners or advanced, it deals with a fundamental question and needs an intervention in the process of teaching in order to develop behaviours, ways and solutions. In this sense, there should be a population consisted of learners to consider them as a case study related to that problematic. Coming back to that dissertation, it is designed on the basis of a problematic which seems to be interesting as a topic of investigation for a number of specialized people in the field of TEFL.

The researcher suggests the problematic of ethnocentric attitudes and their negative impacts on learning because she considers it as one of the negative learning experiences which needs to be improved by actions in the classroom, and the combination of some beliefs and practices. Creating the best solutions and instructional tools are the first steps to succeed. The researcher believes that measuring the level of that learning problem may lead to deepen knowledge on how to find solutions to reduce it.

Formulating the research problem inspires the researcher to start thinking of the procedures of research, and amass information about a selected population which reflects the problematic.

### **1.4.3 Purposes of the Proposed Study**

Research is a systematic study based on data collection which leads to analysis and interpretation, in order to find answers to questions, to confirm or not the suggested hypotheses, to gain knowledge, and to look for explanations to some issues. Setting the purposes of research helps the researcher reach final conclusions. People make research either to learn something, it means for their own intellectual growth or to fulfill a specific educational task for example to write a dissertation or a thesis.

Describing what is going to be achieved by the study enlightens the way in which the research will proceed, and helps avoid collecting data which are not needed to find answers to

the defined questions. The purposes of any research should be narrowly determined precise, and cover the different aspects of the problem. It is important to use action verbs when formulating the objectives (for example to assess, to determine, to compare, to measure, etc). In general, research is undertaken to describe the nature of a specific population which consists of learners and is selected by the researcher to be a case study; therefore, the main purpose of any TEFL research is to improve the quality of teaching, as well as the performance of learners during their learning process.

As far as this dissertation is concerned, the researcher selects the previously mentioned topic because she has purposes. The overall purpose of this study is to investigate the effect of ethnocentrism on EFL learning, and examine the role of intercultural competence in reducing that problem. One purpose leads to another, to know how ethnocentrism can affect learning, it is essential to start by measuring the level of ethnocentrism of pupils, why? Because the researcher believes that it will be difficult to reduce that problem without measuring its degree, after determining it, we can determine the degree of seriousness of the problem, and we can then introduce solutions. The second purpose is to determine the level of the teacher's awareness *Vis à Vis* the intercultural competence. Measuring the degree paves the way to suggest ways and techniques on how to introduce the intercultural dimension to classroom instruction.

Learners cannot get rid of stereotyping unless they will be initiated to knowledge of the unfamiliar aspects. For that purpose, the researcher chooses that topic i.e. she has as primary objectives to determine the ways of introducing ethnocentric pupils to any dimension which helps them proceed to a better understanding of otherness in order to reformulate their view points and negative judgments.

#### **1.4.4 Research Questions**

Certainly, asking questions is essential to progress in any domain, either in life experiences or in the process of learning. People cannot acquire knowledge and be convinced of what they have acquired without wondering; because when they ask questions either to themselves or to educated people, they develop their thinking and correct the wrong concepts and things that they thought they are right. Asking develops curiosity; therefore, other steps will be followed by us in order to seek the truth and find answers. Questions are tools to get knowledge, without asking individuals remain stagnant. Questions help them gain more

detailed information, explore ideas, check facts, and clarify things. People ask questions because they have an intrinsic drive to have information about issues and develop explanations to facts; sometimes they ask questions which they go far beyond their understanding, but questioning provokes their thoughts and makes them devote time and energy to get the right answers and the reasons, even children ask their parents about things that they see in their environment. This is the human curiosity.

Identifying the suitable questions that lead to solutions provides significant intellectual and career growth; this needs concentration and certain knowledge about the issue that one is questioning about. Through questioning, interpretations to the emerging problems can be improved and thinking abilities can be easily developed. Questioning is central to learning; theoretical understanding and generalizations come from wondering, that is why all researchers are questioners and they actively try to increase their knowledge and skills by doubt and questions. In any dissertation, developing a well-designed study is the key to reach the research objectives, and to start the process of data collection; one needs first to ask questions. Formulating questions leads to further research steps; including proposing hypotheses and then seeking to find answers to those questions by using a variety of materials to collect data about a chosen group of learners. It is essential to develop a research question that interests readers and defines what the researcher hopes to learn about the topic. Questions structure the choice of data to be collected and analyzed and focus on the relationship of particular variables and concepts. Research questions guide readers to be interested in the other parts of the dissertation by involving them in guessing and expecting the possible answers, in addition to rising in them the desire to know the causes and solutions of the problem being investigated. Those questions are designed on the basis of the investigator's objectives, who needs first to ask other questions before he starts his inquiry, for example "Does he have resources about the chosen topic?", "Are there some constraints?", "Can he have cooperation from the chosen population?", etc.

Since effective teaching is teachers' major concern, Algeria, like other countries, is certainly interested in improving learning situations; however, some learners are still facing great difficulties. In the light of what has been said earlier, ethnocentrism represents an obstacle. For that reason, this study addresses three major research questions concerning this problem:

1. What are the attitudes of EFL pupils towards the English language, and the culture of the people whose native language is English?
2. Are pupils interculturally competent?
3. Are teachers interested in introducing the intercultural dimension to their classroom instruction?
4. Can intercultural competence reduce ethnocentrism?

Researchers ask questions trying to understand what puzzles them, and to come up with answers which are based on demonstrable issues. After asking these three questions, three hypotheses will be proposed as possible answers.

### **1.4.5 Research Hypotheses**

There are several possibilities or possible answers to a puzzling question or problematic. Hypotheses are just suggestions; researchers are not sure if their suggestions are right or wrong that is why undertaking research is needed in order to test any hypothesis

A hypothesis refers to a suggested explanation of a phenomenon. Academic research involves proposing hypotheses by trying to guess an answer to a specific problem, and then only through making research, one can prove or disprove them. A research hypothesis can be defined as a tentative expectation in relation to the proposed questions. It leads to the development of the research activity because hypothesizing drives automatically to advance in the process of research in order to see if the expectations were right or not. Hypotheses are testable, logical, and related to the aims of the study, through testing, they make a link between the theoretical understanding and the practical part of the investigation. Any research must have these statements at the core of its structure; those statements are tentative and they describe what researchers expect in their study. Therefore, the goal of research is to determine whether this guess is right or wrong. Conducting research explores different factors and only through experiment the truth can be approached by determining if the results support the expectation or not.

When trying to form a good hypothesis for research or experiments, one should first ask different questions for example if it can be tested or not, and if it is linked with the problematic. Taking into consideration the aforementioned problematic and the three formulated questions, the researcher hypothesizes that:

1. Pupils have ethnocentric judgments and stereotypes about the culture of the TL.
2. Pupils are not interculturally competent
3. It is also hypothesized that the teacher is not interested in the intercultural instruction and as a result pupils are ethnocentric.
4. The researcher thinks that the dimension of intercultural competence can reduce the level of ethnocentrism.

In order to test those hypotheses, processes, principles and procedures will be followed, because no problem can be scientifically solved without being involved in research which requires methods and tools.

#### **1.4.6 Structure of the Dissertation**

Researchers attempt always to determine the degree of seriousness of the problem, in order to determine solutions and techniques to solve it. Making a detailed map of the research serves as a supportive tool for constructing the study. As an initial step of the process, researchers identify a problem in a wider sense, and then they have to clarify and narrow the scope of research. The knowledge gained through gathering information and interpreting guides them to find the causes of the problem. Research would not be possible without outlining a structured plan which organizes the process and divides it into stages; each stage of the research is a step which leads to the other stages. Researchers agree that it is almost impossible to determine answers to the questions and test the proposed hypotheses without structuring the phases.

As mentioned before, this study principally aims to identify if pupils of the selected secondary school and specifically the selected population are ethnocentric or not, and also to draw a conclusion about their teacher's knowledge of the intercultural component of language teaching. Exploring those issues needs procedures to be followed by the researcher and data to be collected, because the learning situation of a group of pupils cannot be described without making experiments, taking notes, introducing methods and using instruments which facilitate developing the research processes. In other words, language teachers, scholars and researchers of the field cannot make a change and improve both teaching and learning experiences without being on the stage observing learners and gathering information about their difficulties, when they examine the problem they can decide on new methods for improvement.

In the light of what has been said, to construct an exact analysis which relates the degree of the learning problem to the chosen population of study, one needs first to structure the process. This research work has been divided into four parts. The first aims at presenting and describing the methodology of research, defining the population chosen as a case study, and giving an overview of the procedures that have been used while collecting. The second chapter is a review of related literature which presents what scholars wrote about the topic. The third one is devoted to data analysis in order to interpret findings and try to answer the research questions that were asked in the first step of research. Finally, the last part of the study is concerned with suggesting solutions and implementing techniques and strategies in relation to the highlighted learning situation.

Scientific research involves gathering information to be analyzed so that the researcher can make final conclusions, and readers can consult the work and use it later as a reference needed to develop other research studies. Following a multiple-step process involves procedures and rules to construct the final written product.

The following part of this chapter sheds light on the methodology used to collect data regarding the aforementioned topic of investigation by defining the participants and describing the tools of data collection.

## **1.5 Research Methodology**

Defining the flow of research is what makes it clear and interesting for readers; the researcher must know what steps he would need to support his/her topic or purpose statement and there should be connecting procedures which serve all together as an inquiry to reach the research objectives. People use different procedures for searching a given problem by using different sources and different instruments. Trying to find answers and explanations to the results till being able to construct conclusions is the objective of any researcher. Research, like any other academic activity is guided by a set of rules, having knowledge about methodology enables to know how to respect the norms and how to protect the intellectual rights of authors and acknowledge them. In order to explore the problem, one should design a structured plan which describes the research as a whole process, and present the methods which facilitate data collection; that plan is the research methodology which is a term used to describe the process of undertaking any academic research, describing the methodology is more than mentioning the methods used for data collection, it is also necessary to present different issues related to the population and the design of the study. In any academic

research, methodology covers every step of the research, which means that details about the procedures should be highlighted in order to provide readers with explanations which concern the problematic. The methodological approach to the research should be shaped in a structured way, starting by asking questions, suggesting hypotheses, and narrowing down to using the instruments for the purpose of collecting information which will be needed in testing the hypotheses. Describing the way of finding out results concerning the problem that is announced in the first steps of the research and then following the design of methodology facilitates for the investigator the observation and then the analysis of the findings. On that basis he will be able to conclude, draw generalizations and look for solutions.

This part of the first chapter is devoted to the methodology, for the purpose of describing the process of that research; a description of the population is presented in addition to details about the research tools that are used to gather information. Hence, in order to give a clear and thorough description of the target situation under investigation, different procedures will be followed.

### **1.5.1 Participants**

To explore the situational phenomenon; it is essential to examine the pupils' inability to cope with their stereotypes and determine the main reasons that stand behind such problem. To do that, one should first choose a population to associate it with the study. In fact, once researchers choose a topic, they directly attempt to select a group of participants to be a case study. However, in that dissertation the researcher chooses the population before selecting a topic, for obvious reasons; she believes that choosing the participants as an initial step is beneficial to develop a certain familiarity with pupils, when observing them for a period of time by following every single action in the classroom, problems and different issues about their performance in addition to their way of thinking in relation to the target language can be discovered.

In general, the population under study is a well defined group of individuals characterized by having similar features, and covered by the study. This collection of people helps in the applicability of the study to a particular situation. In this research, the total population number is 30 pupils among whom four of them were sometimes absent. The class was chosen from Najah secondary school which is situated at Sidi Bel Abbes; the researcher chooses that school because it is known for its organization and good results.

The population of interest is Third year foreign languages. Pupils were both males and females, aged from 18 to 20. The researcher chooses her population from the foreign languages stream, because unlike the other streams, foreign languages classes have English courses more than the scientific; for example, this increases the time of examination and observation. The participants were provided with information regarding the questionnaire. They were informed that participation in this study was voluntary and their personal information would remain confidential.

### **1.5.2 Time Devotion**

Achieving academic tasks demands concentration and other related issues such as time which is fundamental in that process. Dissertation developers spend a significant amount of time searching for information in relation to their inquiry. Maximizing the time devoted to research make them reach their goals effectively by searching for other key points to strengthen their study. Prioritizing the elements that construct the research work ensures devoting the appropriate amount of time for each part of the study; this helps avoid wasting valuable time in collecting clues which are not needed. As any other research work, the previously mentioned problematic needs time to be based evidence from questionnaires, interview and classroom observation, and to provide an understanding of the situation, devoting the appropriate and sufficient time in the research offers ways and procedures to cope with the problem.

The researcher devoted time to examine the population in this study; she observed the group of pupils since their Second year in the spring of 2013 when she was preparing for her research proposal attending their English courses 3 times per week. This was for her an initial phase before choosing the topic. In that period of time she starts developing a profound knowledge about their way of thinking in relation to the English language; as stated earlier, on that basis she chooses the scope of her inquiry. However, it was not enough to reach the objectives of research, because that period serves more in formulating ideas about their difficulties and helps in determining the problematic. For that reason and to make the work cover all the aspects related to the problematic, the period of time was expanded to examine them in their Third year, which means that the study was deepened and the investigation was enlarged in the academic year 2013/2014 for the preparation of the magister dissertation. In this period, the researcher had the opportunity to observe the course three times a week,



taking notes, disturbing the questionnaires and making an interview with the teacher, in addition to developing oral discussions with pupils after class, using the mother tongue in order to extract as much as possible information about their view points and attitudes.

### **1.5.3 Materials**

In order to test hypotheses, both quantitative and qualitative data are needed which can be obtained only through using measurement. Choosing the suitable ways for collecting data is a crucial part of any research. When choosing the methods of measurement, one should take into consideration the limits which constraint the research (time, availability, etc).

Understanding the principles of gathering information for research facilitates the collection for the purpose of creating a high quality research work which deeply describes the destination of the researcher. After constructing the statement of the problem, quantifying data through using research tools is needed. The goal for using those tools is to make the researcher clarify information, seek the truth and identify ways for improving the learning or the teaching situation mentioned in the early stages of the research as a problematic. Researchers need those systematic techniques to collect data in order to be able to reflect the results and interpret them. Triangulation requires collecting data using a variety of tools for more validity and reliability, because the quality of any dissertation depends to a great extent on how research was conducted, and how reliable were the sources of data collection. Data collection can be in terms of quantity or quality. Quantitative rely primarily on quantifying the size of an issue by giving statistics and numbers whereas qualitative methods of collection are used to explore features and opinions by providing insights into the problem; for that reason, they vary in their forms and techniques and the sample size is small comparing to the quantitative methods which aims at estimating. Regardless of the kind of research, the key component of exactness is to know how to collect and then how to interpret; therefore, different types of data measurement can be used by researchers, but each tool is appropriate for a specific situation to reach specific purposes.

While gathering data for this research work, both quantitative and qualitative data were of equal importance and have been collected for the purpose of extending an approach to the problem and quantifying how prevalent it is. Questionnaires for quantitative data whereas, classroom observation and interview have been used for qualitative data. For the sake of providing answers to the research questions, quantitative methods provided the researcher with numerical data which can be symbolized in averages and percentages, and qualitative

have enabled her to get a valuable insight into the situation. Concerning the quantitative methods, the use of questionnaires has provided the researcher with a considerable amount of data about what is related to the problematic. As far as qualitative methods are concerned, the use of both classroom observation and interview has been of a great importance in obtaining information.

### 1.5.3.1 Questionnaires

Questionnaires are important because large amounts of information can be collected from a large number of people in a short period of time. Brown (2001:6) defines questionnaires as *any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers.*

A questionnaire provides answers; it consists of a number of questions organized in a specific order, given to the respondents who are expected to read and then present their responses. Questionnaires include open-ended questions and close-ended questions. Open-ended questions give the respondent the freedom in answering; they cannot be answered with a simple "yes" or "no" answer, or with a choice; in contrast, Close-ended questions have to be answered by yes or no, or choosing from the set of answers given, just by ticking. This type of questions limits respondents with a list of answer choices from which they have to choose. Both types of questions may be supportive clues in exploring the views and the responses. In this respect, Nunan (1992) expresses that responses to closed questions are helpful because they can easily be collected and also open questions are important in the sense that they are not limited so they can provide additive information.

As an example of the closed questions, the researcher has used the following question:  
Do you know something about the British culture and civilization?

Yes

No

As far as the open-ended questions are concerned the researcher has asked:  
How do you describe your country's cultural identity?

Researchers are expected to avoid leading questions which influence the respondents' view points, as what was expressed by Nunan who announces: *It is particularly*

*important that the researchers do not reveal their own attitudes through leading questions.*  
(Ibid)

As what was previously explained, the suggested topic of investigation is about third year secondary school pupils' ethnocentric attitudes, examining that issue involves using two questionnaires, one for the teacher and one for the pupils.

### **1.5.3.1.1 Pupils' Questionnaire**

To examine the attitudes of pupils, the researcher uses a questionnaire which includes both types of questions close and open-ended, for that reason she tries to ask them a series of questions which are organized into categories. Dividing questions into parts facilitates the gathering and the interpretation. The questionnaire of pupils contains five parts, each part contains a number of related questions. See table 1.1

	<b>Parts</b>	<b>Number of questions</b>
<b>I</b>	General information about pupils	<b>9</b>
<b>II</b>	Familiarity with culture	<b>7</b>
<b>III</b>	Exposure to culture	Inside the classroom <b>3</b>
		Outside the classroom <b>5</b>
<b>IV</b>	Attitudes	<b>7</b>
<b>V</b>	Cultural awareness	<b>8</b>

**Table1.1** Pupils' Questionnaire Rubrics

As what the table indicates, the questionnaire distributed to the pupils contains five parts, the total number of questions is 39. An example of the first rubric's questions: What do you do in your free time? Whereas in the second part of questions the following question for example has been used: Which aspect of the British society are you most familiar with?

The questions of the third rubric which is named pupils 'exposure to culture are divided into two parts: their exposure inside the classroom, and outside the classroom, and these are two respectively mentioned examples:

Do you make activities about culture in the classroom?

How many times per week do you go to the library?

To identify pupils' attitudes in relation to the target language culture, the researcher asks 7 questions in the fourth part of the questionnaire, for example: How do you evaluate the British people? Or which culture do you see as superior? However, the final part of the survey is concerned with pupils' cultural awareness, and to know how they see cultures similarities as well as the differences. To do that, the researcher has used multiple questions such as:

Do you see similarities and differences between cultures as normal?

What are the differences between the Arab, the British, and the American civilizations?

The questionnaires have been given to all the pupils (40), but there have been 2 who refused to respond, three other questionnaires cannot be considered as valid because their responses are just isolated letters without significance i.e. with no relation to the topic. Each part of the questionnaire aims at identifying and exploring a specific issue and the purposes are clearly explained in the table below:

<b>Parts</b>	<b>Purposes</b>
I	To get general information about pupils, the researcher believes that knowing different things about them may make her get general clues, this serves as an initial step to acquire knowledge about their attitudinal tendencies.
II	To know if pupils have a certain cultural knowledge about people from other countries namely whose their native language is English
III	This exploratory part aims at examining pupils' exposure to the cultures of the target language communities; the research introduces this part to the questionnaire because she has a strong belief that being exposed to the cultural aspects affects their attitudes. The questions reflect their exposure inside and outside the classroom.
IV	To determine pupils' attitudes concerning the culture and the people who speak English as their mother tongue, to know if they are ethnocentric or not.
V	To know if pupils have knowledge about cultural similarities and differences and if they are culturally aware of the idea that differences do not mean rejecting the language and the people who speak that language

**Table1.2** Purposes of Pupils 'Questionnaire

The overall purpose of the questionnaire which is designed for Third year pupils is to get a clear cut answer about their attitudes. Another questionnaire is given to the teacher in order to get more results; there should be a link between pupils 'attitudes and their teacher's beliefs and viewpoints regarding the issue that is being investigated in that dissertation.

### 1.5.3.1.2 Teacher's Questionnaire

To find out the teacher's viewpoints, a closed/open-ended questionnaire is used; the respondent (the teacher) is given a copy of the questionnaire and informed that she is expected to respond as honestly as possible. Two days later, the questionnaire was given back to the researcher to be analyzed. That questionnaire consists of 24 questions of both types close-ended and open-ended. As an example of the first category: Did you plan to become a teacher of English? In this question she has to choose either yes or no, whereas in open-ended questions she was given the freedom to express her ideas without being limited to choices for example: How do you describe your native culture?

	<b>Parts</b>	<b>Number of questions</b>
I	Introductory information	9
II	Cultural knowledge	8
III	Teacher's perceptions of the target language culture	7

**Table1.3** Teacher's Questionnaire Rubrics

That questionnaire consists of three sections: Personal information, Cultural knowledge, and Perception of the culture(s) associated with English. The first section presents personal information about the teacher, as an example of the questions used in this part: How long have you been teaching? Or what are your qualifications?

The second section reveals the teacher's knowledge of cultural aspects and specifically those of the target language communities. The researcher includes that part because she sees that teacher's knowledge of culture affects pupils' familiarity with it. The final part of the questionnaire is about teacher's viewpoints about the English speaking countries. The purposes of asking 24 questions to the teacher can be summarized in the following table:

<b>Rubric</b>	<b>Purposes</b>
I	To get general background information about the teacher. This helps in the interpretation of the findings.
II	To get data about the teacher's cultural knowledge, this is helpful in the sense that it can be associated with the results of the pupils' questionnaire.
III	To determine the teacher's perceptions concerning the culture(s) associated with English

**Table1.4** Purposes of the Teacher's Questionnaire

Questionnaires (the one distributed to pupils and the one given to their teacher) cannot be sufficient to form final conclusions; other methods should be used to be more exact in the results and to accurately achieve the research objectives.

### **1.5.3.1.3 Piloting the Questionnaires**

Once designing the questionnaire that is going to be distributed, one needs to choose representatives from the target group to respond. In other words, it is important to make a pilot study before starting actual data collection and especially with large surveys. In any research, the pilot phase aims at obtaining ideas about the comprehensibility of the questionnaire and identifying questions that do not make sense to respondents, though testing it, one can realize that some questions are understood by respondents in a way which is different from what they were supposed to convey, and sometimes respondents' comments can inspire the researcher to include new points and integrate other questions into the questionnaire.

The reason behind piloting both questionnaires used in that study is to reduce the risks of ambiguity, and eliminate the problems that have been encountered. The researcher has noticed that the constructed questionnaires are not structurally organized, because she tended to ask a series of questions without dividing them into rubrics or parts, and this was resulted in the difficulty of gathering answers and converting them into numbers and totals; other things were observed through piloting the questionnaires such as the repetition and the use of some questions which are not helpful. The researcher realizes that those problems can be solved by classifying questions in rubrics, and eliminating repeated and useless questions.

Piloting is important to avoid misunderstanding or any other problem, to check that the design of the research instrument can be beneficial in practice, to identify the link between the objectives and the content of the questionnaires, to examine the wording,

the length and also to create a balance between the amount of information to be included in each part.

### 1.5.3.2 Interview

For the sake of obtaining more reliable data for this work by ensuring triangulation of sources, an interview was used in addition to the instruments cited before (classroom observation and the questionnaires). Interviews can be used to collect data from a selected group of individuals through conversation to shed light on a given situation, or a topic that the researcher is focusing on. In this respects, Gillham (2000: 1) defines that tool as:

*A conversation usually between two people (.....) where one person- the interviewer- is seeking responses for a particular purpose from the other persons: the interviewee.*

In order to have a clear idea about the problematic, that study entails interviewing the teacher by presenting 24 questions .The researcher organizes the questions in three parts, the purposes of each part are explored in the table below:

<b>Parts</b>	<b>Purpose</b>	<b>Examples</b>
I	To know what the teaching objectives of the teacher are (short term and long term objectives)	What are your aims before planning a lesson?
II	To determine the teacher's beliefs about different issues (her pupils' attitudes, intercultural competence...etc)	Do you think that pupils' negative attitudes towards the culture and the people of the English speaking countries may affect their language learning?
III	To obtain valuable information about her practices (activities, home works...etc)	When preparing home works for your pupils, on which aspect do you concentrate?

**Table 1.5** Purposes of the Teacher's Interview

This tool has helped the investigator to explore the teacher's aims, beliefs, and the strategies she adopts in relation to what the situation requires. Classroom observation has also been used to reinforce the investigation.

### **1.5.3.3 Observation**

Classroom observation is used as a way to have a useful insight into the situational problem; the researcher has chosen the use of classroom observation, because it is viewed as one of the useful tools to get authentic data.

*This method is independent of respondents' willingness to respond and as such is relatively less demanding of active cooperation on the part of respondents as happens to be the case in the interview or the questionnaire method*

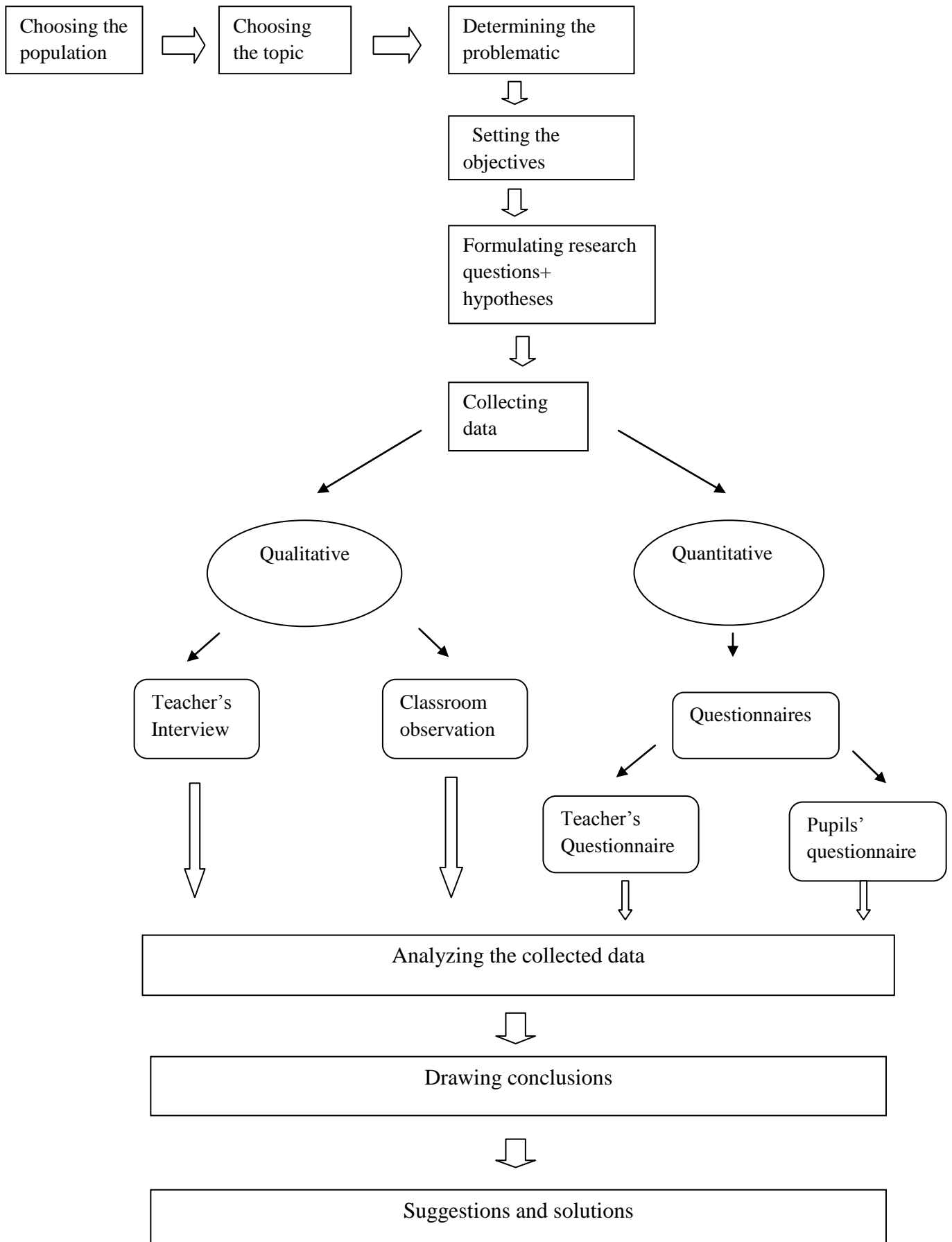
Kothari (1990: 96)

Observing the courses have constituted an important data source, and to systematically accomplish this task, the researcher took notes about all that is going on in the classroom environment; this has been done through observing the type of activities introduced by the teacher, the time devoted to grammar, vocabulary and culture teaching, the teaching materials used, the way the course is conducted, tests, exams, topics introduced, etc. However, the fact of observing is not sufficient to gather information; for that reason, i.e. for more reliability and validity, an interview and two questionnaires are also used; therefore, to test the hypotheses, one needs to be informed of different issues related to the population of interest, by using several methods. Whatever research procedures people use to collect data, they must deeply analyze the results to exactly find out answers and explanations to the formulated research questions.

### **1.5.4 Methodological Design of the Study**

To reach the objectives, one should follow procedures, from choosing the population till forming final conclusions and proposing solutions. As far as this study is concerned; choosing the population of the study was the first step before choosing the topic i.e. after observing the group of pupils, the researcher started to know about their difficulties; this was the starting point for her to choose a topic and determine a problematic. On that basis she planned to reach a set of objectives by first formulating questions and proposing possible answers and then collecting information to test the four hypotheses through using instrumentation. All these procedures led to interpretation and analysis, conclusions and then further recommendations and suggestions. (See diagram 1.1)





**Diagram 1.1: Methodological Design of the Study**

## **1.6 Conclusion**

This research work aims at identifying pupils' negative attitudes when taking part in learning situations, to know how they can overcome these obstacles to better cope with those judgments. The purpose of this study is, thus, to try to discuss this situation by paying attention to the techniques that may be used by language teachers to develop their pupils' tolerance.

In the next chapter, the investigator presents a theoretical framework of the notion of ethnocentrism and intercultural instruction as a remedy to that problem. Providing definitions and literature which has been written about those concepts helps in understanding the problematic. Teachers cannot improve this situation unless they acquire knowledge about ethnocentrism and of course defining the intercultural dimension is also beneficial because the research emphasizes on how to reduce ethnocentrism through intercultural instruction. Therefore; the review of literature includes information about both concepts: ethnocentrism as a problematic and intercultural competence as a key factor and a solution to the problem.

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## 2.1 Introduction

The second chapter of the research is therefore a review of related literature, which includes information provided by scholars and researchers of the field about concepts which concern the problematic suggested by the investigator. As what was previously mentioned, the topic which is tackled through that research is about ethnocentrism of pupils and how can intercultural instruction play a role in reducing those stereotyping attitudes. In order to know how to determine solutions for that learning problem, one should first know what is meant by both concepts: ethnocentrism and intercultural competence. This chapter is an overview which provides knowledge concerning the previously mentioned concepts. It is divided into two parts: the first defines ethnocentrism whereas the second is concerned with defining intercultural competence in language learning and presents ideas on the role of that intercultural dimension in reducing ethnocentric attitudes.

## 2.2 Reviewing the Definitions of Culture

Trifonovitch (as cited in Croft, 1980) illustrates that over 450 different definitions of the word “culture” are available in literature; this is what makes it difficult to teach when teaching language. As stated by Williams (1981), the concept of culture is one of the most complicated words in the English language since it encompasses different facets. Over time, many researchers have tried to present definitions which cover all the aspects related to culture. In this part, the researcher tries to review how scholars define the concept of culture.

Describing the members of a specific community requires portraying their culture. Lochtman et al (2008) has mentioned that culture is the label that is mixed up with other different aspects such as language, religion, history, etc. Those aspects define that group of people, who live in the same geographical area which represents the country for them, and they have the same cultural beliefs and practices.

Tylor (as cited in Croft) considers culture as that complex whole which includes knowledge, perceptions, beliefs, arts, law, morals, customs and traditions in addition to any other skill or habit acquired by the members of social groups (1980). According to Moran (2001:4), culture is *the great achievement of people as reflected in their history, social institutions, works of art, architecture, music and literature*. Many scholars have attempted to describe the components of culture for example Condon (cited in Brown, 1994:123), defines culture as *a system of integrated patterns, most of which remain below the threshold of consciousness, yet all of which govern human behavior just as surely as the manipulated strings of a puppet control its*

*motions. Whereas Thompson's definition views culture as the pattern of meanings embodied in symbolic forms, including actions, utterances, and meaningful objects of various kinds, by virtue of which individuals communicate with one another and share their experiences. (1990: 132). A more detailed definition conceptualized by Larson et al views culture as a blue print that:*

*Guides the behavior of people in a community and is incubated in family life. It governs our behaviour in groups, makes use sensitive to matters of status, and help us know what other expect of us and what will happen if we do not live up to their expectations. Culture helps us to know how far we can go as individuals and what our responsibility is to the group*

(1972:39)

Another example may be illustrated by Brislin who defines culture as a set of values, norms and activities related to real life situations and shared by the members of a social group; those beliefs and actions are considered to be right and positive by those people since they represent for them their sense of identity.

*Widely shared ideals, values, formation and uses of categories, assumptions about life, and goal-directed activities that become unconsciously or sub-consciously accepted as "right" and "correct" by people who identify themselves as members of a society*

Brislin (1990: 27)

Other scholars like Adaskou et al (1990) define culture by distinguishing four dimensions. The aesthetic includes cinema, literature, music, and media, the sociological one refers to the organization of society, family relationships, customs, etc. The semantic encompasses the abstract notions which make sense of perceptions, way of thinking, and the pragmatic or sociolinguistic aspect refers to the background knowledge, paralinguistic features and all that ensures successful communication. Another classification has been made by Doyé (1999) who believes that culture can be divided into two wide dimensions: by "objective culture" it is meant the concrete objects, tools, buildings, etc and "subjective culture" means abstract feelings, attitudes, norms and values. Culture can be defined in terms of three central dimensions: ideas and thoughts (that is the set of values, norms and thoughts which characterize a specific group of people), the forms of externalization (i.e. how meaning is made accessible or public) and social distribution (the way in which meaning is expressed and transmitted in different social contexts).

The relevance of this term has been the subject of debates for many scholars. An interesting point of view has been presented by Robinson (1985) who provides four definitions as an attempt to describe the concept of culture: behaviourist, functionalist,

cognitive and symbolic definitions. The behaviourist definition means that culture is a set of determined behaviours such as habits, traditions and customs. The functionalist definition is concerned with determining the function of those behaviours within that society; by function, it is meant the rules and reasons for behaving in that way. To the cognitive school, culture is related to the mental processes of comprehending, memorizing, relating and interpreting ideas and concepts, i.e. what is shared by the members of a specific society is not something concrete like their behaviours; but it is the knowledge which enables them to create order and organization. The symbolic perspective considers culture as an inherited pattern of meanings transmitted through history and represented in symbolic forms, though those symbols people communicate and obtain knowledge about attitudes and practices. Culture is hence comprehended as anything that characterizes social groups. Promoting cultural understanding is supposed to be an ongoing process in the foreign language classroom.

By analyzing these sayings one can synthesize that there is no single definition of culture. Culture is first and foremost the overall aspects which define how the members of society behave and think. It is the overall system of referring to thoughts and practices which are shared by people who belong to the same social group. The role of culture in the foreign language classroom has been the concern of many scholars. Kramsch (1993) points out that the integration of culture into classroom instruction has been influenced by two perspectives. The first one attempts to introduce cultural information about civilization, literature, arts, customs, habits, and folklore of everyday life. The other approach encourages providing knowledge of comparisons between one's own and the target country.

## **2.3 Language and Culture**

When talking about a specific language, one automatically seeks to know about the native speakers of that language and tries to know about them as social individuals, their customs, beliefs and practices, their way of thinking, etc; which means that people unconsciously relate language to culture. This automatic link does not come randomly; it comes to our minds because culture is strongly associated with language.

The relationship between language and culture is a controversial topic. This is due to the fact that language is a part of culture and culture reflects language. As expressed by Agar

(1994). In the 19<sup>th</sup> century, Sapir<sup>4</sup> and Whorf<sup>5</sup> proposed the Sapir-Whorf hypothesis which proposes that language shapes our culture, and at the same time is affected by it. It is then vital to assume that people have preserved their cultural heritage from generation to generation through language. The symbolic definition of culture is what illustrates this strong link since it views culture as the process where symbols i.e. language and meanings are expressed. This process makes group members understand various social phenomena, as well as describe them to other communities.

Risager (1996) describes the relationship between language and culture in terms of three perspectives:

1. Culture is embedded in the semantics of language
2. Culture is the context of language usage
3. Culture is the content of language teaching

Language and culture have an interdependent relationship as stated by Lochtman et al. (2008) that language is the medium through which most of our information about culture is obtained. Samovar et al emphasize:

*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*  
(1981:24)

In learning a foreign language, culture plays a vital role in helping learners understand what they are learning and preparing them to live in a multicultural world. Peck (1998) emphasizes that without the study of culture, foreign language instruction is inaccurate and incomplete. In the same line of thought, Brown has stressed the importance of teaching culture when teaching the foreign language: *A language is a part of culture and a culture is a part of a language. The two are intricately<sup>6</sup> interwoven so that one cannot separate the two without losing the significance of either language or culture* (Ibid).

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<sup>4</sup> **Edward Sapir** (1884–1939): an American anthropologist-linguist, one of the most important figures in the early development of linguistics

<sup>5</sup> Benjamin Lee Whorf (1897–1941): an American linguist

<sup>6</sup> **Intricately** : Having many interrelating parts



Weaver's (1993) cultural iceberg (Figure 2.1) shows that a large part of our own cultural knowledge is invisible and unconsciously applied in our everyday interactions. The figure indicates that the large part of our cultural knowledge is internal and hidden within the self; it is our beliefs, attitudes, myths<sup>7</sup> and thoughts about culture. It is obvious that for each society there are culturally appropriate ways to address people, express gratitude, make requests, etc. Therefore, every individual should know that behavioural patterns are the products of cultures and what is appropriate in his/her own speech community may be perceived negatively by members of the target language speech community.

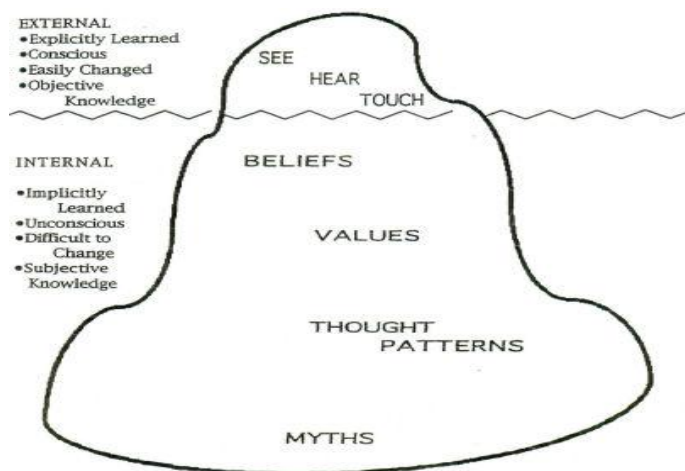


Figure 2.1: Weaver's Cultural Iceberg  
(Adapted from <http://home.snu.edu/~hculbert/iceberg.htm>)

## 2.4 Ethnocentrism

From an early age, human beings start constructing their background of knowledge. The knowledge they obtain enables them to be professional in certain areas and to acquire skills which make them able to succeed in performing different activities which are related to their social life. Developing knowledge through education is an integral part of human life; it means that humans use knowledge to build skills, and then their thoughts start to awake; thinking means that they come at a level of possessing attitudes. Either positive or negative, the most important is to have that critical thinking which helps them view and interpret things and events. In any domain of life, people have attitudes, because our human nature makes our life experiences based on the ability of thinking, and automatically thinking leads to form judgments, attitudes and stereotypes. In order to understand the concept of ethnocentrism, we

<sup>7</sup> **Myths:** Ideas that are generalized and believed by many people

need first to define it in its general context, knowing the origins of the term is also needed for better understanding.

### **2.4.1 Defining Ethnocentrism**

The term ethnocentric is an adjective which describes having attitudes and feelings of superiority over other ethnic groups. Those feelings come from comparison; comparing the own ethnic group to otherness rises the belief of superiority. The *Oxford Advanced Learner's Dictionary* defines the adjective ethnocentric as being *based on the ideas and beliefs of one particular culture and using these to judge other cultures* (2005:520).

Bennet (2004) used the term “ethnocentrism” to refer to the belief of one’s own culture as “central to reality”, and he uses the term “ethnorelativism” to mean the opposite. In other words, the ethnocentric person views other social groups from his own perspectives and judges the cultural differences as inferiority. As the word indicates, persons with ethnocentric beliefs see their ethnic identity as being situated at the centre point; we can then extract and understand the meaning of the concept of ethnocentrism from its terminology. Lustig et al (1999) see that all cultures have strong ethnocentric tendencies to evaluate the actions of others: *I think we all agree on how common it is for us as a nation to claim, or at least think, that we produce the cleanest food and the best machines, or that our language is the most beautiful and our strategies for doing business are the most effective.* (1999: 146). Berry et al point out that ethnocentrism is *the synonym for general antipathy towards all out-groups...a lack of acceptance of cultural diversity, a general intolerance for out-groups and a relative preference for one’s in-group over most out-groups.* (1995:303). In addition to that, the studies of Neulip et al have also shown that ethnocentrism is *an obstacle to intercultural communication competence* (1997: 389).

Prejudices and stereotypes are closely related concepts and many people do not differentiate between them. Katz et al (1933) have defined stereotypes as cognitive aspects about a specific group of people and prejudices as affective attitudes or negative reactions to otherness. Vang (2010) has defined cultural stereotypes as traits which are not innate but are acquired and learned from experiences.

### **2.4.2 Origins of the Term**

Ethnocentrism is derived from the Greek words “*ethnos*”, and “*centrism*”: ethno means “people” and “*Centrism*” means “center”, so the word ethnocentrism literally means people’s

self-centeredness which makes them feel that their beliefs and practices are better and superior comparing to those of the other ethnic groups.

Ethnocentrism was first used in the field of social science in 1906 by Graham Sumner<sup>8</sup> a social evolutionist and professor of Political and Social Science at Yale University, in his Book *Folkways*, he describes the term as the *View of things in which one's own group is the center of everything, and all others are scaled and rated with reference to it*" (1906:13). He has also mentioned that Ethnocentrism leads a people to exaggerate and intensify everything in their own culture.

An early example of stereotyping is the first English manuals produced in the fourteenth century which portrayed the French as lazy, incompetent and venal. Lochtman et al (2008).

### **2.4.3 Ethnocentrism and the Social Identity Theory**

Every person is surrounded by group membership; this identification is the social identity which is defined by Tajfel (1978: 63) as *that part of an individual's self-concept which derives from his/her knowledge of his/her membership of a social group*. From this came the SIT. Tajfel<sup>9</sup> and Turner's theory involves social comparison and hypothesizes that people tend to differentiate their social group from other groups; this may lead them to have the tendency to feel that they are superior comparing to others. As a result, this theory has been criticized since it ties itself to ethnocentrism. Tajfel's greatest theory explains people's perceptions of who they are based on the characteristics of the group they belong to. These traits give in-group members a sense of social identity which makes them discriminate against the out-group members to enhance their social self-esteem by seeking to find negative aspects about others. This leads to stereotyping and categorizing social groups

Tajfel et al. (1979) have distinguished three processes while evaluating out-group members. The first is social categorization which makes people categorize differences in order to identify and evaluate them. Similarly, they try to identify the appropriately evaluated behaviour with reference to the norms of in-groups. The second stage is social identification in which individuals adopt what they identified about the group they belong to i.e. they start

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<sup>8</sup> **William Graham Sumner:** (1840–1910): an American scholar who wrote numerous books and essays on American history, economic history, political theory, sociology, and anthropology. (The first professor in sociology at Yale College)

<sup>9</sup> **Henri Tajfel:** (1919–1982): a British social psychologist, best known for his work on the social identity theory

to be bound up with group membership. The final stage is social comparison. After distinguishing themselves as members of a specific group, they tend to compare that group with other groups. Comparing leads to prejudice and stereotypes.

The Social identity theory is a theory designed to explain how group members develop a sense of membership and tend to perceive other group members as different but in a negative way. This personal identification with a specific group leads to forming comparison which is a key component of the S.I.T.

#### **2.4.4 The Effect of Ethnocentrism**

Houghton (2012) illustrates that ethnocentrism has two facets: the first one is related to the inability to recognize perceptions other than our own and this inability is due to the lack of knowledge about the others which keeps us within the circle of information concerning otherness; this leads us to interpret other behaviours as strange and deviations from reality. The ethnocentric beliefs make us interpret things from our own cultural perspective. As what the quotation indicates: *The highly ethnocentric individual suffers from a form of cultural myopia* (Wiseman et al, 1989: 364). The second facet is related to evaluation, which means evaluating from our own cultural point of view; this leads us to see other groups as inferior. This facet affects memory; it means we memorize information in favour of in-group members, with less information about otherness. (Ibid)

Houghton insists on solving that problems of ethnocentric visions through exposure to people from other cultures; she states that through exposure to cultural distinction, cognitive development starts to increase, and ethnocentric individuals start evaluating those differences as a process of normal behaviour. During the stage of cognitive development, similarities start to be noticed and differences are seen as normal. *“Ethnocentrism is an orientation which is presumed to have an important impact on an individual’s communication behavior, particularly when the context of that communication involves people with diverse cultural, ethnic, religious, or regional backgrounds”*. (Neuliep et al, 1997:390)

Accepting the idea that there exist differences between cultural groups helps people get rid of ethnocentrism. In that way, they can easily deal with communicative situations with foreigners.

#### **2.4.5 Ethnocentrism in Relation to Education**

As what was explained by the researcher, in any domain of life people have attitudes and since the study is concerned with the context of teaching, namely Teaching English as a

Foreign Language, the focus will be on ethnocentrism in relation to learning. As any other domain, learning also involves having attitudes and skills of interpretation, especially when it comes to foreign languages, because learning something which is foreign means being exposed to new and strange aspects. When learners are exposed to a foreign language, they by nature start to be possessors of feelings of comparison between native and foreign cultures, which means comparison in terms of superiority; in other words, comparing two cultures will certainly lead to stereotyping judgments which can represent the starting point for ethnocentric.

It is widely recognized that some people are ethnocentric; by ethnocentric it is meant believing that one's own ethnic or cultural group is superior. The ethnocentric individual judges other groups in relation to his or her own particular ethnic group or culture, especially with concern to language, behaviour, customs, and religion. Individuals with ethnocentric visions interpret everything with reference to their own beliefs; those visions lead them to form comparison and as a result they look at the other ethnic group as inferior. Stereotypes have negative influence on people's social activities, and when it comes to learning a foreign language, the effect will be on the educational performances either inside or outside the classroom.

Ethnocentrism in education can be an interesting topic of investigation for language teaching researchers, because many pupils suffer from those attitudes which represent obstacles for them to succeed. Instead of concentration on memorizing vocabulary word lists and acquiring grammar rules, this category of pupils transfer their attention to drawing images of superiority over the culture of the target language. This strong belief of superiority has a direct link with language performance in the sense that when pupils see the other culture as inferior and as a product of false assumptions, their process of learning will be automatically affected. Why is that?! Because their learning interests in that case will shift from the language skills to comparison between the two cultures. At this level the teacher may say that the learning problem of his/her pupils starts to be serious, and it is his responsibility to look for ways and effective strategies to solve it. Teachers are supposed to develop any unprejudiced attitude to prevent ethnocentric judgments. Being far away from those stereotypical judgments requires attempts to accept the idea that there exist differences between societies and cultures, accepting the differentiation starts first by trying to develop knowledge of cultural aspects of otherness.

## **2.4.6 Assessing Ethnocentrism of Pupils**

Scholars developed certain scales to assess the degree of ethnocentrism. One of these instruments is the GENE (Generalized Ethnocentrism) Scale. Neuliep and McCroskey (1997) developed two scales to measure ethnocentrism that affects communication. The first scale was designed to measure ethnocentrism levels of American participants only “the United States Ethnocentrism Scale (USE), then in 2002 they developed a generalized version of the instrument of measurement named the generalized ethnocentrism scale (GENE), developed by Neuliep et al (1997). This scale provides an explanation of the method of measurement, it contains 22 questions, 15 are scored and the other seven are designed to balance the number of positively and negatively worded items.

## **2.5 Intercultural Dimension in EFL Teaching**

The importance of the intercultural dimension of foreign language teaching is now internationally recognized for the last two or three decades. Foreign language education has focused on how to improve methods of teaching to enhance linguistic competence. However, it has now turned to the intercultural dimension which is becoming the subject of most pedagogical contexts. The second part of the current chapter aims at giving readers knowledge about intercultural instruction. Developing in pupils the ability to consider differences between cultures as cultural diversity and as a process of normal behaviour is the objectives of successful classroom managers. Teachers who are aware enough that ethnocentric attitudes of pupils will in a way or another affect learning are seeking always to plan for introducing intercultural teaching to their courses. To know how teachers can expose their pupils to that dimension of language teaching, one needs to understand the concept of intercultural competence.

### **2.5.1 The development of Aims in EFL Instruction (From L.C to I.C)**

It is obvious that foreign language teaching has witnessed many changes in the methods used to pass on knowledge and in the objectives of classroom instruction. At the early stages, the overall objective of language teaching was to acquire a general knowledge about the language being taught. Learning languages in the first third of the 20<sup>th</sup> century was linked to philosophy. However, this interest was reduced in the 1930s and the 1960s which witnessed the incorporation of the formalist and structuralist approaches. Those periods were

marked by ignoring the importance of the socio-cultural rules in the acquisition of language i.e. the focus was on making the learner use the language in a correct way. However the skills that enable to appropriately communicate and respond to different social situations were neglected.

In the second half of the 20<sup>th</sup> century, there had been a shift in emphasis from linguistic competence to communicative competence since scholars realized that it was not enough to produce grammatically correct expressions without being able to appropriately use those expressions depending on the social context. The communicative approach has been criticized by Byram since it solely emphasizes on achieving communicative goals with no interest in expanding the cultural knowledge. The attempts of Moore (1996) referred to teaching cultural contents through focusing on the 4-F approach (Folk-dances, Festivals, Fairs, Food). Then gradually the focus changed from historical and geographical data to analyzing values, beliefs and thoughts of other group members. In the 1990s the dimension of intercultural competence emerged as an objective of FL instructional programmes. The term “intercultural competence” was introduced by Michael Byram, professor at Durham university in the United Kingdom. In 1997, Byram et al define that competence as bringing two cultures into contact; they clarify that teaching any foreign language should be based on developing the skills of noticing how cultures are different and how they are related in terms of similarities. They also define these abilities as having an external vision when looking at the native cultural traits.

Byram et al (1998:9) define the intercultural individual as *someone who has knowledge of one or, preferably, more cultures and social identities and has a capacity to discover and relate to new people from the contexts for which they have not been prepared*. Chambers (2001) mentions the three qualities of the intercultural speaker as follows:

- ✓ Having a multicultural competence.
- ✓ Having the sensitivity to other social identities
- ✓ Having the ability to mediate and relate the native and the other cultures.

As outlined above, the past 20–30 years have witnessed the developments of the aims of language teaching, and have resulted in a focus on culture teaching. Pretceille (2001:132) declares: “Why do we learn languages? She comments by stating that learning is not simply knowing other languages, it is rather an understanding of people through their language and their culture(s). She distinguishes two shifts in teaching objectives. One is the shift from

historical, geographical to cultural content. The other is a shift from cultural competence to intercultural competence as a key component to enhance sensitivity and cultural awareness.

Foreign language learners are required to produce an infinite number of phrases to express their wants and ideas using appropriate and simple language structures. Accordingly, they should be in contact with the cultures associated with the language they are learning by being exposed to a wide range of data or cultural themes.

## **2.5.2 The Concept of “Intercultural competence”**

The term “intercultural education” was first introduced in the USA during the two world wars to refer to the educational programmes designed for integrating different ethnic groups in North American society (Doyé 1999). The concept of intercultural competence is frequently used in the field of teaching foreign languages, and it cannot be understood without conceptualizing a clear understanding of the term competence.

### **2.5.2.1 Defining “Competence”**

The SALTO Cultural Diversity Resource Centre (2009) defined competence as being used interchangeably with the term skill, but they do not have the same meaning; competence means the ability to apply knowledge, the know-how to use it in a variety of situations (stable or changing situations). To be competent in a domain, two elements are of great importance: applying the knowledge we have to perform a specific task or to solve a problem, and being able to transfer this ability to react to different situations. (Ibid)

### **2.5.2.2 Definition of Intercultural Competence**

There seems to be general agreement that intercultural instruction should become an integral part of institutional education. Contacts with foreign languages and cultures provide the opportunity to foster the development of intercultural competence which is defined as the ability to successfully communicate with people from other cultural backgrounds. This ability can be promoted and developed through reducing the stereotypical attitudes which leads to refusing any kind of interaction or exposure to knowledge of other aspects. According to Neuliep (2006), intercultural competence enables to predict beliefs, values and behaviours of others and it can be described as consisting of four dimensions: knowledge (how much one knows about otherness), affective (the willingness to interact with people from different



cultures), psychomotor (the actualization of the cultural knowledge and affective elements), and the contextual component (the way intercultural communication occurs).

Some researchers define intercultural competence as the continuous, developmental process of pursuing cultural awareness, knowledge, skills, encounters, sensitivity, and linkages among service and people (Smith, 1998 as cited by Santos et al (2007)).

### **2.5.2.3 The Components of Intercultural Competence**

Since the 1990's, *Intercultural Competence* has been the key term. Defining this concept is difficult due to its complex cultural components; according to Doyé (1999), this competence integrates the cognitive skills (knowledge of culture), the pragmatic (the ability to perform speech acts) and the attitudinal ones (curiosity to discover, open-mindedness and tolerance). Another attempt to define the components of this competence is made by Byram (1997); according to him, intercultural competence consists of five components: knowledge about social groups, skills of interpretation and relation, skills of interaction, attitudes toward people of different cultures, and critical cultural awareness.

#### **2.5.2.3.1 Attitudes (Savoir être)**

Being interculturally competent requires being equipped with several abilities. As an example, one may show positive attitudinal perceptions towards foreign populations. In this respect, Byram (1997:57) has describes the first component which is attitudes as: *Curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own*

#### **2.5.2.3.2 Knowledge (Savoirs)**

Intercultural speakers need to have knowledge about the practices and perceptions which describe the other cultures especially those which are related to the target language. This step toward interculturality is defined as the *Knowledge of social groups and their products and practices in one's own and interlocutors' country, and of the general processes of societal and individual interaction.* (Byram, 1997:58)

#### **2.5.2.3.3 Skills of Interpreting and Relating (Savoir-comprendre)**

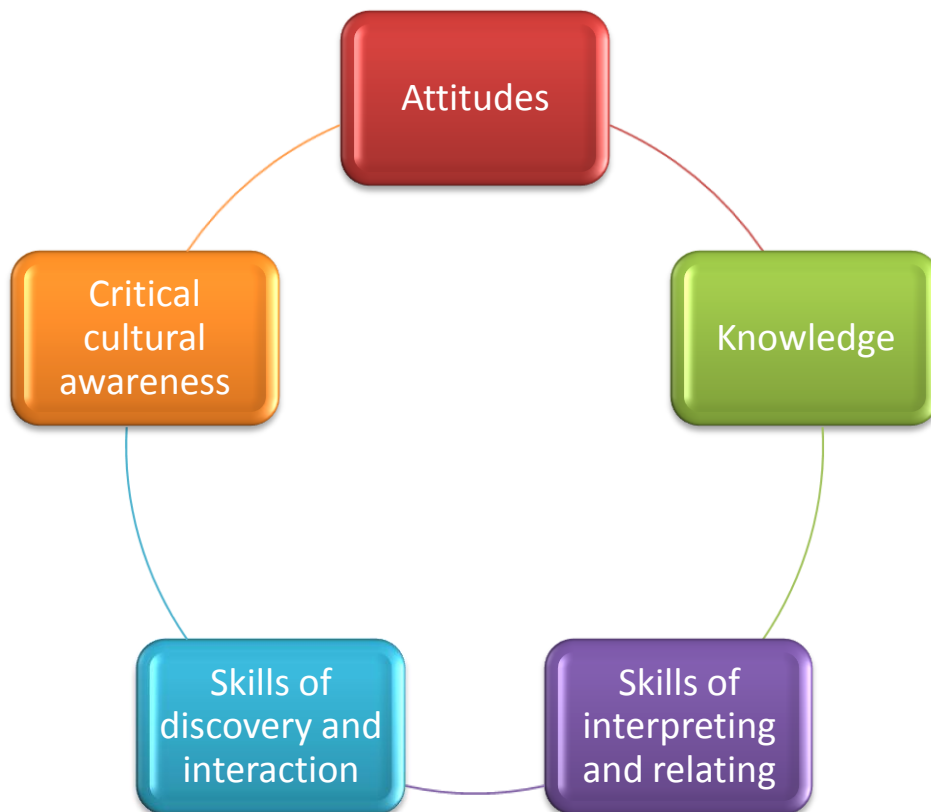
Byram uses the French concept of "savoir-comprendre" to describe the third component of intercultural competence which can be defined as a set of skills which enable individuals to interpret and understand different aspects: *The ability to interpret a document or an event from another culture, to explain it and to relate it to documents from one's own* (Byram, 1997:61)

#### 2.5.2.3.4 Skills of Discovery and Interaction (Savoir-faire)

The skills which allow people to discover all that concerns other group members are defined as *the ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction.* (Byram, 1997:61)

#### 2.5.2.3.5 Critical Cultural Awareness (Savoir-s'engager)

The fifth element which defines the acquisition of intercultural competence is named critical cultural awareness. This component is defined as *An ability to evaluate critically on the basis of explicit criteria the perspectives, practices and products in one's own and other cultures and countries* (Byram, 1997: 63)



**Figure2.2** Components of Intercultural Competence (Byram's Five Savoirs)

Some scholars believe that the weakness of Byram's model is that it is general since it fits different contexts. However, it enables to formulate different teaching aims in terms of assessment.

## **2.5.2.4 Intercultural Competence and Intercultural Sensitivity**

Language learners need to possess certain skills in order to understand dissimilar cultures. These skills include: being interested to know about other cultures, being sensitive to cultural differences and respecting people with cultures different from their own. Intercultural competence and intercultural sensitivity are sometimes used interchangeably by some scholars to refer to the same thing; intercultural sensitivity is the prerequisite for intercultural competence. Intercultural competence is the behavioural demonstration of intercultural sensitivity. Intercultural sensitivity is defined by Bhawuk et al (1992:414) as *A sensitivity to the importance of cultural differences and to the points of view of people in other cultures.*

### **2.5.2.4.1 Developmental Model of Intercultural Sensitivity**

The D.M.I.S is developed by Bennett (1993) to explain how individuals react to cultural differences. The theory of this model is that the more people experience cultural differences, the more they will be competent in intercultural communication. Bennett (1998) has classified the developmental stages of intercultural sensitivity into two general categories: ethnocentric and ethnorelative stages which are illustrated in the figure below

Bennett (1998:26) states that ethnocentric stages are: *using one's own set of standards and customs to judge all people, often unconsciously* whereas he defines ethnorelative stages as *being comfortable with many standards and customs and ...having an ability to adapt behavior and judgments to a variety of interpersonal settings.* The stages are briefly defined as follows:

#### **2.5.2.4.1.1 Ethnocentric Stages**

At this level one's own culture is regarded as central i.e. people are ethnocentric since they prefer their cultural patterns and consider those which belong to dissimilar cultures as negative and inferior. Racism can be an example of these views. The ethnocentric stages are as follows:

##### **2.5.2.4.1.1.1 Denial**

At this level, there is no openness to recognize cultural differences. This unawareness represents attitudes of ethnocentrism where one's visualization of the world is central to his/her culture. This denial<sup>10</sup> is resulted in avoiding contact with cultural differences, and

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<sup>10</sup> **Denial** : to believe that something is not true

perceiving all what is different as bizarre. At this level, ethnocentric individuals do not feel that they are threatened by differences since they simply are unaware that they exist. In other words, cultural differences at this stage are experienced with lack of sympathy or are not experienced at all. It is *the purest form of ethnocentrism* (Bennett, 1993:30).

#### **2.5.2.4.1.1.2 Defense**

Unlike the first stage, this ethnocentric phase entails passing other judgments in addition to the aforementioned attitudes i.e. people at this level consider any difference comparing to the native cultural characteristics as a threatening experience since they perceive differences among cultures as something strange i.e.. Thus, defensive attitudes start to be created. At this level, the native culture is considered as the only viable<sup>11</sup> one

#### **2.5.2.4.1.1.3 Minimization**

The minimization stage is the last of the ethnocentric stages. At this point, cultural differences are assumed to be tolerated to a certain extent and the negative judgments start to be reduced i.e. ethnocentric people at this stage start to be more tolerant and sensitive to otherness; in other words, attitudes of rejection continue to exist but at a minimized level.

#### **2.5.2.4.1.2 Ethnorelative Stages**

At this level, people experience their own culture in the framework of other cultures and they start to develop certain attitudinal actions which are not ethnocentric. The stages are as follows:

##### **2.5.2.4.1.2.1 Acceptance**

This phase is characterized by considering cultures as a dynamic social product rather than static. This ethnorelativist stage can be the foundation of intercultural sensitivity i.e. others' cultural frames of reference are no longer perceived as threatening. Individuals tend to respect cultural differences at this stage, and values and assumptions are *perceived as manifestations of human creativity* (Bennett, 1993: 50).

##### **2.5.2.4.1.2.2 Adaptation**

Adaptation as one of the stages of the development of intercultural sensitivity can be defined as accepting cultural differences as being normal. As Bennett defines it, this stage implies attitudinal changes which can be interpreted in an ethnorelative manner i.e. it is the

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<sup>11</sup> **Viable:** effective and able to be successful

stage at which acceptance to communication is achieved in addition to considering the characteristics of the foreign culture as different behaviours but appropriate to that culture.

### 2.5.2.4.1.2.3 Integration

This represents the last stage of openness which can be described as being not only sensitive to the different cultures, but to be in the process of becoming part of a specific cultural context. Many scholars describe this stage as the movement in and out of different cultural worldviews.

The process of moving from ethnocentric stages to ethnorelative stages makes individuals undergo a number of changes by acquiring skills and developing new attitudes. The figure below shows the stages of developing intercultural sensitivity.

<b>Ethnocentric stages</b>	<b>Ethnorelative stages</b>
Denial	Acceptance
Defense	Adaptation
Minimization	Integration

**Table2.1** The Stages of the D.M.I.S

### 2.5.2.4.2 Strategies to Promote Intercultural Sensitivity

The key to the development of that sensitivity depends on the perception that each person has when observing cultural difference. In his article, Bennet (1993) proposes a set of strategies to promote transitions from one stage to another:

- ❖ From Denial to Defense: an awareness of differences.
- ❖ From Defense to Minimization: exploring the positive aspects and the similarities.
- ❖ From Minimization to Acceptance: understanding the importance of cultural difference.
- ❖ From Acceptance to Adaptation: encouraging research to know more about the other cultural characteristics
- ❖ From Adaptation to Integration: encouraging anything that facilitates the development of empathy with otherness.

There is a strong connection between intercultural sensitivity and intercultural competence, in the sense that enhancing language learners' intercultural sensitivity makes them better cope with their ethnocentric attitudes. The following table summarizes the aforementioned stages.

	<b>Stages</b>	<b>Description</b>
<b>Ethnocentrism</b>	Denial	<ul style="list-style-type: none"> <li>-Ignoring cultural differences</li> <li>-Cultural differences are not considered as threatening since they are not noticed</li> <li>-Imposing their values and thoughts on others</li> <li>-Thinking that every different behaviour other than the native one is totally wrong</li> <li>-Having limited contact with people from other cultures</li> </ul>
	Defense	<ul style="list-style-type: none"> <li>-Believing in the existence of cultural differences but considering them as something threatening</li> <li>-Believe that other cultural frames of reference are inferior</li> <li>-Unwillingness to have contact with those who are different</li> </ul>
	Minimization	<ul style="list-style-type: none"> <li>-Differences continue to be perceived as negative but with a minimized degree.</li> </ul>
<b>Ethnorelativism</b>	Acceptance	<ul style="list-style-type: none"> <li>-Differences are no longer perceived as threatening.</li> <li>-Accepting the idea that other people differ in terms of value systems and behavioural standards.</li> <li>- Having neutral attitudes towards cultural difference</li> </ul>
	Adaptation	<ul style="list-style-type: none"> <li>-Changing attitudes and behaviours</li> <li>-Empathizing with people from different cultures</li> <li>-Accepting other cultural norms</li> </ul>
	Integration	<ul style="list-style-type: none"> <li>-Becoming bicultural</li> <li>-Becoming part of a foreign cultural context</li> </ul>

**Table2.2** Description of the Process of Moving from Ethnocentrism to Ethnorelativism

Intercultural sensitivity has been considered by many scholars as a key factor in the process of moving from ethnocentrism to ethnorelativism. Thus, any attempt to raise it will help individuals become more conscious to understand foreign cultural frames of references and tolerate differences.

### **2.5.2.5 Measuring IC**

Several techniques can be used to measure both ethnocentrism pupils' intercultural sensitivity. There are certain scales which are already prepared by other researches; some of which are: I.B.A.I

### **2.5.2.5.1 I.B.A.I**

One of the earlier instruments of measuring intercultural competence is Ruben's (1976) I.B.A.I. This tool attempts to evaluate an individual's competence in terms of seven dimensions: tolerance of ambiguity, interaction management, display of respect, orientation to knowledge, relational role behaviour, interaction posture, and empathy.

### **2.5.2.5.2 I.D.I**

Other instruments have been developed to measure the degree of intercultural sensitivity; as an example one can mention the I.D.I which is developed by Bennett & Hammer (1998) who argue that one's intercultural sensitivity depends on the degree of intercultural competence. This tool is designed to measure individuals' intercultural sensitivity.

### **2.5.2.5.3 M.P.Q**

The M.P.Q introduced by Van der Zee et al (2000, 2003), this model evaluates five perspectives, namely, cultural empathy, emotional stability, open-mindedness, flexibility, and social initiative. This instrument has been used in different studies across different cultures yet it does not address the communication dimension of intercultural competence.

### **2.5.2.5.4 S.D.S**

Developed by Bogardus in 1925. This scale<sup>12</sup> attempts to measure peoples' reaction to other cultures and how they perceive differences. The objectives of this tool are designed in a way which determines individuals' responses which indicate their level of acceptance by evaluating seven points, for example respondents are asked to indicate if they accept a person from another cultural group

### **2.5.2.5.5 C.A.M**

This tool of assessment (C.A.M) is designed in 1986 by a group of scholars; one of them is Brislin. The scale attempts to incorporate real life situations by proposing a culture-general assimilator model which attempts to make learners select the appropriate explanation

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<sup>12</sup> **Scale:** a range of levels or numbers used for measuring something

of a particular cross-cultural situation for the purpose of interpreting their viewpoints and judgments.

#### **2.5.2.5.6 I.P.T.S**

I.P.T.S is developed by Steglitz (1993); it is a culture-general assessment which proposes a story and then learners are asked to write an essay to interpretation the suggested cross-cultural situation. Scoring depends on how much the learner incorporate cultural elements into the interpretation.

#### **2.5.2.5.7 Mini-dramas**

This technique can be considered as an effective assessment tool which is proposed by King (1990). He suggests a test which is similar to the assimilator model called cultural mini-dramas. This test is important since it incorporates linguistic as well as culture exercises which can be proposed by the teacher.

#### **2.5.2.5.8 Videotaping**

Other interesting techniques of measurement can be used for the purpose of assessing pupils' knowledge of culture vis à vis the English speaking communities. As an example, one can suggest the videotaping of cultural role plays. This technique proposed by Falsgraf (1994) provides pupils with various verbal and nonverbal clues.

#### **2.5.2.5.9 “What Shows that I am Interculturally Competent?”**

“Recognizing Intercultural Competence: what shows that I am interculturally competent?” is a paper developed by the European Wergeland Center (2012), in that paper, the components of intercultural competence are mentioned which are skills, attitudes and knowledge. Those components are interrelated by nature, since having the right attitudes towards otherness and using knowledge and skills make people attain the level of tolerance and acceptance of differences.

The paper presents a tool which was developed by a group of 30 European teachers, and experts. The tool is based on results of research by the council of Europe and other international organizations. It enables anyone to measure his/her degree of intercultural competence by choosing the suitable box next to each statement to describe his/her skills, attitudes, and knowledge. Using tools enables to make a diagnosis for intercultural



competence, in order to develop it, since it can be used to evaluate more than one time, and each time teachers can make a comparison of the change that their pupils undergo.

The use of cross-cultural tasks enables teachers to assess their learners' skills of, tolerance, the ability to deal with judgments, and the perception of someone else's values and cultural traits.

## **2.6 Concluding remarks**

According to Graddol (1997), over 80% of communicative situations in English occur in the absence of a native speaker. This can make one conclude that English is widely used; in other words, there is a huge demand to learn that language. For that reason, it is unavoidable to look for ways to improve the institutional education by trying to solve any problem that may be encountered by learners. Teachers are those who can make the interventions needed to deal with any difficulty that is faced by learners. Borg (2003:81) presents a similar line of thinking by highlighting the importance of the teacher's role to reduce the problems encountered in the learning process: *Teachers are active, thinking decision-makers who make instructional choices by drawing on complex, practically-oriented, personalized, and context-sensitive networks of knowledge, thoughts, and beliefs.*

Kincheloe et al. (1985) stress the relevance of cultural awareness since it prepares learners to deal with people from different cultures, increases their tolerance and decreases their feelings of ethnocentrism. The studies suggested by Kramersch (1993), Seelye (1994) and Byram (1988) show that they stress three fundamental learning processes when teaching a foreign language:

- Exploring the native culture
- Realizing the relationship between language and culture
- Analyzing and comparing cultures.

Christ (1994) presents a similar line of thinking by highlighting the importance of intercultural education. Pedagogues are expected to sensitize learners to different cultural traits and behaviours in order to reduce any negative attitude which may impede their process of learning. Gardner et al. (1959) believe that there is an indirect relationship between attitudes and successful language acquisition in the sense that attitudes affect motivation, which in turn affects acquisition. Unfortunately, the importance of intercultural competence and its role in language classrooms are not taken seriously by most teachers who intentionally

exclude contents about American and British cultures from their courses because they believe that knowledge of the grammatical system is sufficient for language proficiency. Sapir highlights the importance of teaching language through culture; he states: *language doesn't exist apart from culture* (1970:207). Kramersch argues that *by constructing both their own and the foreign values, by organizing and extending the range of convenience of these constructs, students can find bridges to other culture, anticipate foreign events and discover alternatives to their own cultural patterns.* (1993:437). She also mentioned that teachers should make learners aware of their own attitudes and values before driving them to understand those of the foreign culture. Baker (2003) presents a similar line of thinking by highlighting the importance of introducing cultural comparison between the native and the foreign cultures to the content of teaching; this may enhance the cross-cultural<sup>13</sup> understanding. According to Paige (1997), cultural learning would include:

- ✚ Learning about the self as a cultural being,
- ✚ Learning about the effect on culture on communication and social identity.
- ✚ Culture-general learning i.e. obtaining information about culture in general
- ✚ Culture-specific learning i.e., learning about a specific culture.
- ✚ Learning how to learn, i.e. how to be a successful culture learner.

It is worth remembering that ethnocentric attitudes can never be reduced without establishing active procedures. Robinson (1981) has explored the perceptions of teachers, learners and parents regarding the goals of language education in the elementary grades in Australia. Her investigation shows that there is a general agreement among the participants that language study is for “understanding the people”, “general enjoyment” and “language enrichment”. She points out that these responses reflect the need for including the sociocultural dimension in the curriculum since this leads to an awareness and sensitivity toward otherness. She also emphasizes that the exposure to the foreign language itself facilitates the acquisition but cannot promote positive attitudes toward the culture.

Other studies have been accomplished by Byram et al. (1991) at the university of Durham in the 1980 s to investigate the effects of language teaching on the perception of cultures. The researchers have assessed learners' knowledge of the French culture and their level of ethnocentrism. The findings reveal that:

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<sup>13</sup> **Cross-cultural** : involving or containing ideas from two or more different countries or cultures

- Teachers have the same perceptions about the importance of foreign language teaching in promoting cultural understanding and tolerance<sup>14</sup>.
- Teachers do not use the same methods to teach about the foreign culture.
- Teachers have limited experience with the target culture.
- Teachers rely primarily on the textbook to determine the topics.

The study of Byram has attempted to show the relationship between teachers' beliefs and teaching practices. Similar studies carried out by Ryan's (1994) have explored this relationship by categorizing teachers' perceptions as follows:

- a) Cultural knowledge is gained through reading
- b) Culture is what should be analyzed
- c) Culture is the daily way of life
- d) Culture is what is transmitted among generations
- e) Culture is having critical attitudes
- f) Culture is what is lived and experienced.

Ryan reports that there is some degree of relation between teachers' beliefs and instructional behaviours. She also concludes that teachers are teaching culture as information, rather than for developing cultural understanding and intercultural competence. Accompanying foreign language education with teaching cultural elements is the key to improve learners' knowledge of people's ways of life, values, beliefs and practices. More specifically, making them avoid the notions of superior or inferior cultures and ethnocentric worldviews. This review of literature may be helpful for those who are interested in improving EFL learners' perception and cultural awareness. Though there are many teachers who are interested in the intercultural instruction, they still lack the know-how, as clarified by Kramsch, the challenge is to make the target culture *attractive enough to be worth while studying* (1993:356)

Feng et al. (2009) explain that effective interaction across cultures means accomplishing a successful negotiation between people, and this depends on developing both culture-specific and culture-general features. Promoting learners with cultural learning is not sufficient to attain intercultural objectives; assessing their process of learning culture is also a part of the classroom behaviours that aim to enhance intercultural sensitivity. In general,

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<sup>14</sup> **Tolerance:** the willingness to accept something, especially opinions or behaviour that we may not agree with

teaching requires continuous assessment to develop the learning performances of learners. In the 1950s, teaching foreign languages was centered on grammar and vocabulary. Thus, assessment was aimed at measuring linguistic knowledge by suggesting translation tasks, vocabulary lists, dictations, etc. With the development of aims in teaching languages, other dimensions need to be tested. Valdes (1990) explores the importance of assessing culture learning to provide feedback about learners' cultural understanding and how much information they have gained in a given period of time.

The review of literature is an important part of any dissertation since it helps readers develop a clear understanding of the topic being investigated; it gives definitions to concepts, and presents what scholars wrote and how they interpret and view specific topics related to the problematic.

## **2.7 Conclusion**

In teaching a foreign language it is not sufficient to make the learner equipped with the grammatical knowledge of that language, but there is also a need to enhance cultural sensitivity to otherness. Learners need to be introduced to clues that enrich their cultural repertoire. In that way they can develop sympathy and appreciation to the target culture. A number of procedures may be implemented to create attitudes of tolerance and awareness. Accordingly, classroom instruction goes beyond teaching grammar and vocabulary items by creating a socio-cultural environment. Intercultural instruction as the core of language education prepares learners to be culture learners. Thus, their negative attitudinal judgments change over time and they develop positive skills of interpreting the knowledge they receive about the target language and culture. This body of knowledge enhances their capacity to show respect and be interested in the cultures of the speaking countries, in addition to developing their cross-cultural patience and tolerance. Hence, the next section is devoted to providing detailed descriptive interpretations of the collected data.

## CHAPTER THREE

## Data Analysis and Interpretations

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### **3.1 Introduction**

Analyzing involves examining what relationships seem to exist among variables in relation to the issue that the investigator is concerned with, in order to describe the overall situation, know more about the respondents, and look for better solutions. This chapter is a brief analysis to discuss the results and to provide a foundation upon which one can improve the situation.

Both statistical results and anything that can be analyzed in a way other than statistical need to be analyzed logically. Careful and insightful interpretation indicates that what researchers are doing is accomplishing their purposes. After analyzing what they have collected they can use the information they have gained to adjust and improve the intervention; they can also highlight correlations between variables and pay attention to the factors that they may not have been noticed before.

### **3.2 Interpretation of the Findings**

To analyze means extracting the meaning of information and using descriptive interpretations to find out the key elements which affect the results; this requires explaining the qualities of a specific population in a numerical way. The main part of the current chapter has been devoted to the interpretation of the findings. Most of the information gathered will be an attempt to determine answers to the research questions; therefore, through analyzing, many things can be clarified. In this chapter, both qualitative and quantitative data will be analyzed i.e. all the questions of the questionnaires and the interview will be interpreted in details, in addition to the classroom observation.

#### **3.2.1 Analysis of the Quantitative Data**

Analyzing quantitative data is usually related to statistical procedures to determine different issues for example the frequency of specific conditions, scores, numbers or percentages of people who belong to a specific population and share certain characteristics. This can give definitive answers to questions, with a particular degree of reliability. In the line of what has been explained, the present study entails collecting quantitative data through using two questionnaires: one addressed to pupils and one to their teacher.

### 3.2.1.1 Analyzing the Pupils' Questionnaire

The main aim of the questionnaire designed for the pupils is to gather general information about the pupils' level of ethnocentrism, to measure that, other information will be needed for example the pupils' background and cultural knowledge. Different questions have been prepared and classified in rubrics in order to facilitate the interpretation. 40 questionnaires are prepared because the whole number of pupils is 40. Out of these questionnaires, 35 can be considered as valid and this represents 87.5%. In that part, each question of the questionnaire will be analyzed.

#### 3.2.1.1.1 The First Rubric

The first rubric provides explanations to the results of the other parts of the questionnaire. In other words, having general background information about pupils can help in understanding their beliefs and attitudes. The questions attempt to acquire general data about pupils, for example their gender and age (this can be included in any questionnaire). Other questions have been introduced; for example: Do you extensively read in a language? Asking that question can be helpful in analyzing pupils' knowledge about the foreign cultures. The majority (exactly 30) respond with "yes"; this represents 85.71% which means that they use extensive reading, and the rest who do not extensively read represent 14.28%. The results indicate that the majority of pupils use extensive reading, but the purpose of that question is to know if they read in English or not. For that reason the researcher adds the following question directly after the previous one: "If yes, in which language do you read?" The responses to that question vary between languages: 9 choose Arabic, 15 read in French, 7 read in English, 3 read in German and 1 prefers Spanish books. The results are as follows:

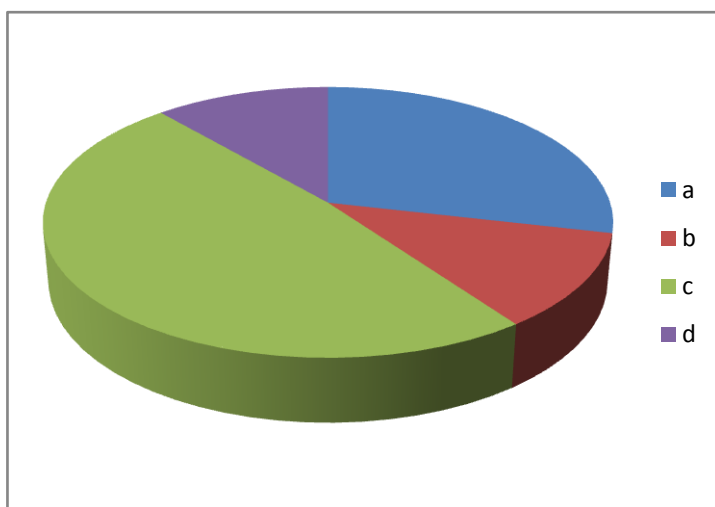
Languages	Percentage
Arabic	25.71%
French	42.85%
English	20%
German	8.57%
Spanish	2.85%

**Table 3.1** Languages of Extensive Reading

From the table we can notice that the majority of pupils read in French which means that they are interested in obtaining knowledge about the French people and language; this is related to the effect of colonialism. Another important question was introduced in the first rubric which is: “why did you choose foreign languages stream? Four choices were given in that question:

- a) Because you were not excellent in the scientific matters
- b) It was the choice of your parents
- c) Because there is a necessity nowadays to learn foreign languages.
- d) Because you like those languages

Pupils’ responses are distributed between those four choices: 10 were not excellent in scientific matters, 4 choose foreign languages because they were obliged by their parents, 17 believe that learning foreign languages is needed due to technological and economic reasons , whereas 4 pupils choose the foreign languages stream because they like foreign languages. The same results of that question are converted into percentages (See Chart3.1). What can we notice is that the large part of the chart represents the number of pupils who choose that stream not because they like languages, but due to other reasons such as the need to use modern technological means; this has a strong influence on their motivation and learning performances. What can also be remarked is that learners who like foreign languages stream are only a minority comparing to their classmates; they symbolize 4 pupils, and we know that the whole number of respondents is 35.



**Chart3.1** Pupils Choices of F.L.S



The researcher believes that when pupils' choices of the stream are resulted from their desire, they will automatically develop their intercultural competence; in other words, if they study the languages they like, they will be interested in knowing about the people who speak that language as a mother tongue. In that way, they will be familiar with the target language and cultures, and as a result they become more competent in terms of interculturality.

Another question is addressed to the same group of learners; they are asked to mention which foreign language they like by giving them a list of four choices to choose English, French, German or Spanish, because these are the foreign languages they learn at school. 17 choose French, 10 responses are equally distributed between German and Spanish while 8 prefer English; this shows that many pupils like French. The researcher also wants to know if they prefer the foreign language that they like or the native language. The responses show that most of them prefer the native language i.e.77.14%, though they mention in the previous question the foreign language they prefer which means that they like foreign languages but when giving them the opportunity to choose either their native or the foreign language that they like, they choose the native one; this shows that they are not neutral and they involve their personal judgments when it comes to languages. The researcher believes that knowing about the level of proficiency of pupils in English may provide an insight into the research. For that reason, she asks them about their marks. The answers are summarized in the table below:

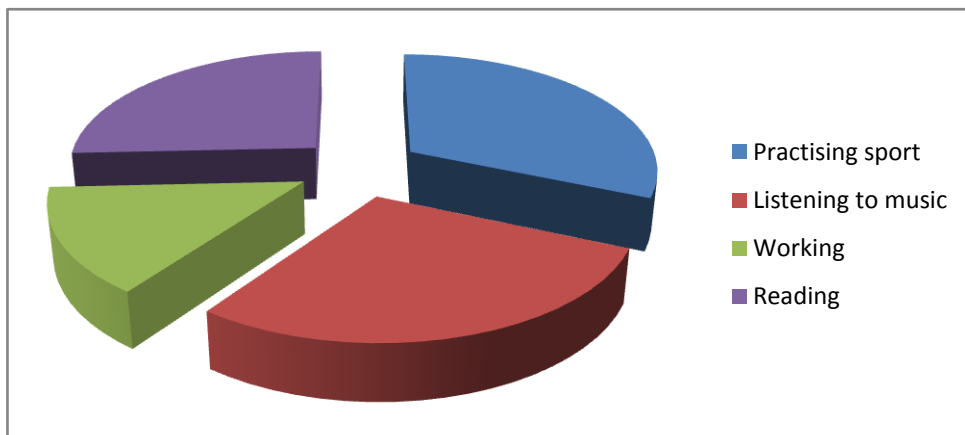
<b>Marks</b>	<b>Excellent</b>	<b>Average</b>	<b>Bad</b>
<b>Number</b>	8	27	0
<b>Percentage</b>	22.85%	77.14%	0%

**Table 3.2** Pupils' Marks in the TL

Asking the pupils is not enough because one cannot be sure if their answers really reflect their marks; in other words, this should also be discussed with their teacher to obtain exact answers. So the results of the table will be associated with the response of the teacher. Concerning pupils, their responses vary from excellent to average. The researcher notices that no one of them choose "bad level", this can be related to affective reasons, because it can be difficult for some pupils to say that their level is weak. Whereas the teacher says that 8 are excellent, 14 have average marks most of the time, and 13 have a weak level. From this we can say that only the excellent pupils are honest in their responses about their marks

whereas the majority of pupils are not. As what was expressed earlier, knowing about the level of pupils is supportive in understanding the target situation i.e. if all the pupils excel in the English language; this means that they like it as a language and this can create a certain desire to know about the sociocultural aspects related to that language; in that case, they cannot be affected by stereotyping or negative judgments. Coming back to the selected population, only few pupils are excellent whereas the majority are not; therefore, their level may be influenced by the attitudes and the stereotypes that they have vis à vis the people and the culture related to the target language.

The last question of the first rubric is aimed at determining what pupils do in their free time: 11 said that they practice sport, 10 of them listen to music, 5 work, and 9 read. The results are represented in the chart below:



**Chart 3.2** Pupils' Free Time Activities

Having analyzed this, one can say that there is a contradiction in their responses because when asking them about extensive reading the majority (30 pupils) have declared that they read, but when asking them about their free time activities only few insist on reading which means that not all the answers reflect reality; that is why researchers take that issue into consideration by using other research tools to obtain reliable data.

### **3.2.1.1.2 The Second Rubric**

The questions of that rubric are designed to examine the familiarity of pupils with the culture related to the target language. The researcher assumes that exploring pupils' cultural knowledge helps in analyzing their attitudes. As an introductory question of that part, the

researcher has asked the pupils to define culture by explaining what is meant by that word in general. After collecting the responses , the results indicate that the majority of pupils have a certain knowledge about the aspects related to culture; this can be noticed through their comments; for example, one defines culture as “traditions and lifestyle”, another one relates culture to “historical past events and civilization”, others associate culture with “religion”, etc. What can be seen is that no one of them provides a complete definition of culture which means that they still need to develop their concepts and definitions of the aspects which constitute the cultural heritage.

Through the second question of that part, the investigator attempts to know if pupils visited a foreign country or not. Gathering the responses to that question shows that the majority of them which represents more than 50% have never visited a country especially the European countries. This may have a direct effect on their familiarity with those foreign cultures. Pupils are also asked if they wish to visit a foreign country, they all express their strong willingness to do that; when asking them why, there were some comments which relate this to their desire of traveling and enjoying tourism, but they do not have the eagerness to discover the otherness and acquire knowledge about the cultural characteristics of people from other cultures; this means that they are not aware enough that cultural aspects are integrated parts of languages.

Asking pupils if they know something about the people whose their mother tongue is English, especially the British and the American provided the researcher with valuable information in the sense that the majority of pupils confirm that they know different issues but their definitions and comments could not cover all the aspects. The results are explained in the table below:

Questions	Responses		Examples of pupils' comments
	Yes	No	
Do you know something about the British people? If yes, mention it	32 (91.42%)	3 (8.57%)	The British people are polite. They are Christians Their ruler is a queen They were colonized by the romans
Do you know something about the American people? If yes, mention it	35 (the total number) i.e. 100%	0 %	Their president is Obama They have freedom not like us They rule the world They are powerful I hate them

**Table 3.3** Pupils' Responses to Question 11 and Question 12

Asking pupils about the cultures of the English speaking countries mainly Britain and the USA has been of a great importance in providing the knowledge needed to analyze. For example: Which aspect of the British or the American society are you most familiar with? Here they are asked to respond by choosing from those choices:

History/ Geography/ Politics/ Literature/ Ethnicity/ Daily life practices/ Values and beliefs

Their responses are distributed as follows:

Cultural aspects	Britain	USA
History	11 (31.42%)	5 (14.28%)
Geography	11 (31.42%)	4 (11.42%)
Politics	7 (20%)	7 (20%)
Literature	3 (8.57%)	6 (17.14%)
Ethnicity	2 (5.71%)	5 (14.28%)
Daily life practices	0 (0%)	4 (11.42%)
Values and beliefs	1 (2.85%)	4 (11.42%)

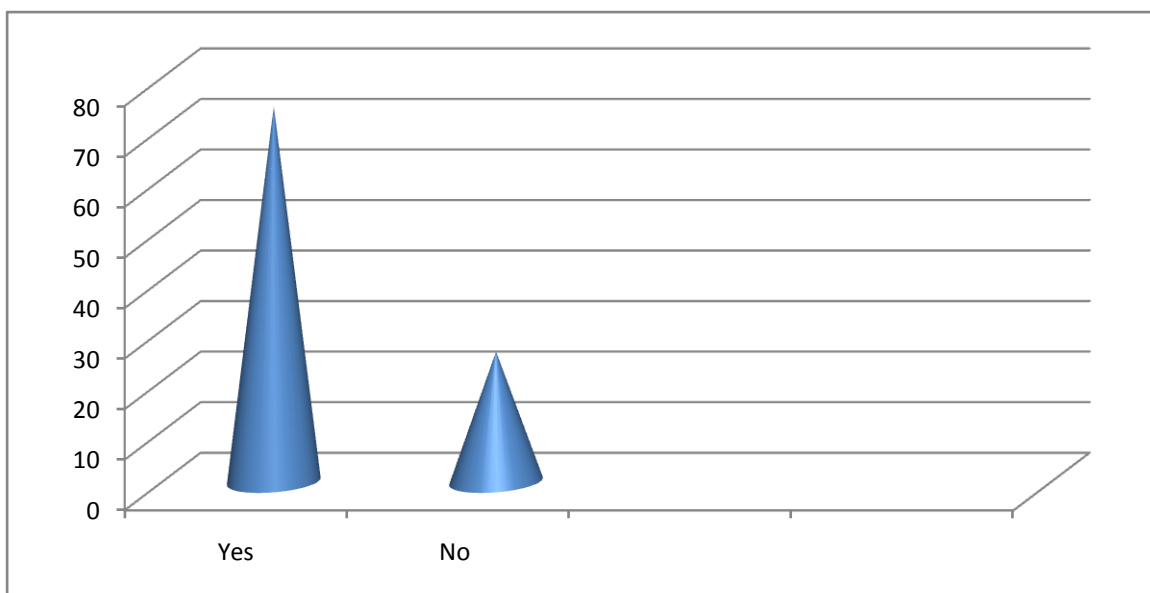
**Table 3.4** Pupils' Familiarity with the Cultural Aspects of Britain and the USA

The table shows that pupils are not familiar with all the aspects, concerning Britain; the majority are familiar with the historical as well as the geographical aspects. This majority represent 22 pupils ie more than 50%; the other few responses are distributed between the other aspects. What can be noticed is that less attention from the part of pupils is given to values and ethnicity with no interest in knowing about daily life practices. This means that

pupils refuse to a certain extent to know about the beliefs of other people, their ethnic classification and their practices or traditions, but they want just to have information about the geographical location or the historical events .

Concerning the USA, pupils’ responses are almost equally distributed between the aspects; the researcher wants to know the reason; so she discusses that point with pupils who express their willingness to know about the United States of America because it is a powerful nation, which means that they do not have the desire to know about otherness because of their intercultural competence but because of other reasons. What can also be noticed is that no one from the pupils responds with all the choices, which means that noone of them has information about the different issues related to the cultures of the English speaking countries. This lack of familiarity with culture will in a way or another affect their learning process because learning a foreign language demands a large exposure to the cultural characteristics related to that language.

The last question of that rubric is concerned with pupils’s difficulties when it comes to activities about culture; they are asked to mention if they spend more time if the activity is about the culture of the British or the Americian people. As a result to that question, 26 (74.28%) insist on “yes”, and the rest respond with “no”. This can be more illustrated as follows:



**Graph 3.1** Pupils’ Difficulties in Activities of Culture

Interpreting the results of the second rubric leads us to point out that they are not familiar with the different aspects associated with the target language; that is why they find themselves facing difficulties such as spending more time in achieving the educational tasks or activities related to culture.

### 3.2.1.1.3 The Third Rubric

The third rubric of the questionnaire is named “Pupils’ exposure to culture”. It consists of ten questions which attempt to determine to which extent pupils are exposed to the cultural aspects related to the English language. That rubric is divided into two parts:

- a) Inside the classroom      b) Outside the classroom

The first part is aimed at identifying the actions and classroom practices of the teacher to enhance pupils’ cultural knowledge, while the second one is designed to depict their degree of exposure to culture outside the classroom. The questions of both parts are mentioned in the table below:

<b>Exposure to culture</b>	<b>Close ended questions</b>	<b>Open ended question</b>
Inside the classroom	Do you make oral discussion sessions about culture with the help of your teacher?	What are the titles of the projects that you prepared?
	Do you make activities about culture in the classroom?	Describe the activities you make in the classroom
	If your answer to the previous question was yes, then are those activities from the textbook or not?	What are the topics of Reading comprehension texts of tests?
	Does your teacher give you home work activities about culture?	What are the topics of Reading comprehension texts of the exams?
	Does your teacher ask you to prepare research projects?	Give examples of written expression topics of the exam
Outside the classroom	Do you have a library in your school?	How many times per week you go to the library?
	Do you watch documentaries about the British or the American way of life?	Give titles of books that you read from the school library
	Do you have a collection of books at home?	Give some titles of books you possess at home

**Table 3.5** Questions of the Third Rubric of Pupils’ Questionnaire

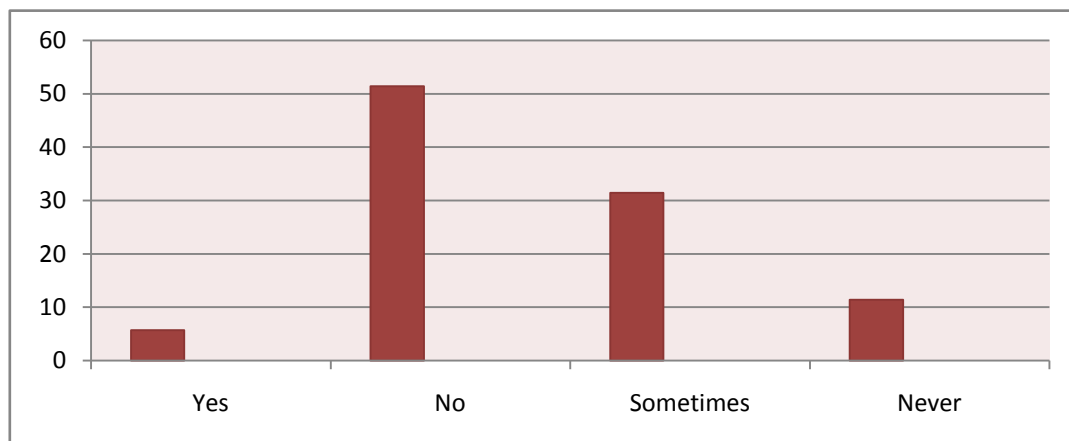
Bearing in mind that the aim of this rubric is to provide necessary information about the amount of exposure to the cultural components related to the target languages; the researcher wants to establish a connection between the instructional environment and the external one so that she can examine the role that the teacher plays inside the classroom, as well as the external factors which are responsible of pupils' lack of familiarity with the target language and culture. On that basis, those questions are prepared. (See Table 3.5)

### 3.2.1.1.3.1 Pupils' Exposure to Culture Inside the Classroom

As mentioned in Table 3.5, the rubric of measuring pupils' exposure to culture is divided into two parts: the first one is concerned with the classroom environment by asking 10 questions to pupils (5 close-ended and 5 open-ended). As far as the close-ended questions are concerned, the results reveal that the classroom practices and actions do not make pupils extremely exposed to the culture connected to the English language. This lack of exposure may be caused by the desire of completing the programme of the year which leads to neglecting any additional interventions that widen their cultural knowledge regarding the English speaking communities. This conclusion is drawn through analyzing the results of every single question belonging to that rubric, therefore more explanations are provided as follows:

Do you make oral discussion sessions about culture with the help of your teacher?

Concerning that question, the overall agreement among pupils is "No"; with some answers which indicate "sometimes"; whereas the lower percentages reflect the responses with "yes" and "never". This can be more illustrated in the Graph below:



**Graph 3.2** Oral Discussions about Culture in the Classroom

As what the Graph indicates, a large proportion of pupils declare that their teacher does not introduce oral discussions with them regarding culture. The ones who represent 31.42% announce that they sometimes develop such topics, others respond with “never”, and the lower percentage symbolizes pupils who confirm that they have such opportunities of discussing those issues. From that result, what can be strengthened is that pupils are not familiar with the cultural aspects of the English speaking countries because they are not sufficiently initiated to the type of discussions which are about discovering the cultural characteristics of those countries.

Asking pupils if they make activities concerned with culture indicates that there is a balance between yes and no responses (18 say yes and 17 say no). Pupils’ responses to that question seem to be not sufficient for the research; for that reason she also asks their teacher about the implementation of this type of activities. The teacher’s response to that question will be explored in the next parts of the interpretation.

When asking them if those activities are taken from the textbook or not, nearly all of them assert that they are from the textbook. This means that the teacher does not integrate other activities such as those which provide pupils with information about culture, but she follows just the programme imposed by the syllabus makers. Interpreting that response makes us affirm that the teacher relies primarily on the textbook and she does not use other materials. This is not sufficient to enhance pupils’ cultural knowledge because the functions of the textbook are distributed between different language components including grammar and vocabulary not only culture; for that reason, other materials should be used to cover every single aspect in relation to the target language.

Does your teacher give you home work activities about culture?

Home work activities are part of the teaching actions that are actualized by teachers. The researcher sees that giving home work tasks about culture to pupils drives them to make research and as a result they enhance their knowledge; for that purpose, she suggests that question. Pupils’ responses are distributed between yes and no, in the sense that 14 confirm that they achieve home work tasks about culture, whereas 21 say that they do not.

Does your teacher ask you to prepare research projects?



Certainly, preparing research projects give many opportunities to foreign language learners to discover different cultural aspects, which mean that the teacher can enlarge their cultural backgrounds through suggesting topics related to culture and asking them to develop research papers. Pupils' responses to that question are similar in percentage to that of home work activities. This result confirms that she neglects the tasks which can be performed outside the classroom, and she emphasizes just on what should be accomplished inside the classroom. As what was described earlier, other questions (open-ended) are included in the first part of the third rubric. Those questions reflect the degree of exposure to culture inside the classroom and are respectively cited and explained as follows:

What are the titles of the projects that you prepared?

Very few responses are given back concerning that question for example “Greek civilization”, and “Egypt civilization”. This means that they are not always asked to prepare projects because not all the pupils give titles. The researcher notices that the topics do not concern the civilizations of the English speaking countries, which means that the teacher is not interested in providing pupils with knowledge about those civilizations; she focuses just on some civilizations which are mentioned in the first unit of the textbook. Pupils are also asked to mention the topics of reading comprehension texts of tests and exams, and those of written expressions. The pupils provide answers concerning both second and third year. The topics are mentioned in the following table

	<b>2<sup>nd</sup> year topics of tests and exams</b>	<b>3<sup>rd</sup> year topics of tests and exams</b>
Texts	Earthquake	The Greek and the Egyptian civilizations Money laundering <sup>15</sup> Doping in sport
Written expression	The internet Advice for the baccalaureate exam Tokyo's earthquake of 1923 Advice to loose weight	Ethics Describing Timgad Addiction to drugs Learning past civilizations

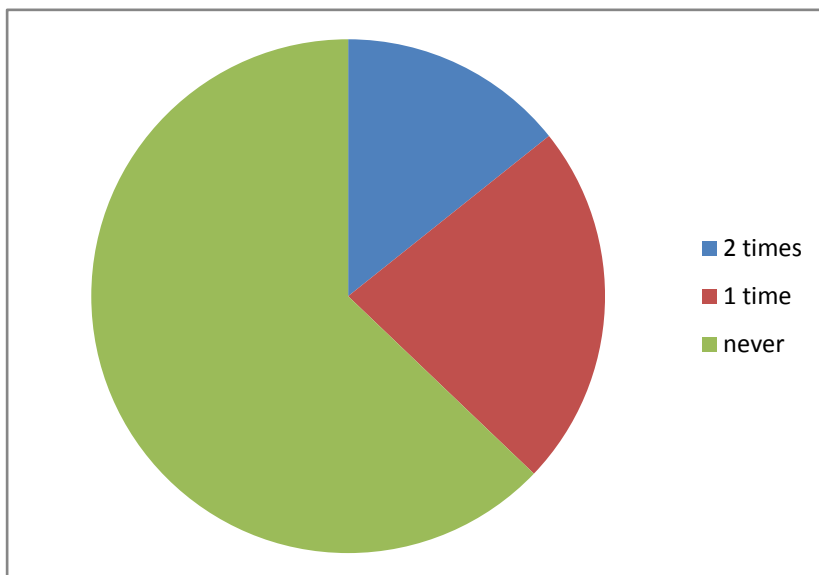
**Table3.6** Topics of Tests and Exams

<sup>15</sup> **Laundering:** to move money that has been obtained illegally into foreign bank accounts

The table shows that the topics suggested by the teacher in tests and exams are for example about ethics, the internet, or some civilizations which means that there is a lack of interest from the part of the teacher to expose her pupils to the cultural dimensions related to the target language. In addition to those responses, the researcher asked one pupil to give her a copy of the exams and tests. (The copies of both second and third year are included in the list of appendices).

### 3.2.1.1.3.2 Pupils' Exposure to Culture Outside the Classroom

This part of this rubric is constructed by the investigator to measure the amount of exposure to the cultural aspects outside the classroom. Foreign language learners may have different possibilities to be exposed to any information they need in relation to the native speakers of that language. Choosing books from libraries is an effective strategy to do that. While visiting “Najah” secondary school, the researcher realizes that there is a library which contains different books. This inspired her to ask pupils about the school library. All pupils confirm that there is a big library in their school. This question guides the researcher to ask them about the frequency of visiting that library. The responses are clearly portrayed in this chart:



**Chart3.3** Visiting the School Library

The chart reflects pupils' lack of extensive reading; more than 60 percent declare that they have never borrowed books from the library of the school. The minority of pupils

who frequently visit the library represents only 5 pupils (2 times per week), and 8 pupils (1 time per week). After getting the permission to visit the library of that school; the researcher checks the list of books. More details about the library will be given in the part of analyzing the results obtained through using the third research tool i.e. the classroom observation. The researcher asks pupils who announce that they visit the library each week to mention some titles. She notices that they are not interested in borrowing books about the English speaking countries because some of them have mentioned French books and classical Arabic writings.

There are different ways to acquire cultural knowledge about communities, not only visiting libraries and selecting interesting titles, watching documentaries or movies is also beneficial; for that reason, pupils are asked to express if they do that or not. What can be noticed here is that almost all of them watch movies and documentaries especially about the Americans, maybe because they like their music; they want to watch movies to develop a familiarity with the lyrics of songs and speech.

The last question of the third rubric is about pupils' extensive reading at home. More than the half express their willingness to possess personal libraries at home. Those pupils are asked to mention some titles of books they have, these are some titles: "*J'aime et je cuisine la tomate*", "*la petite fille à la bougie d'or*", "*Algerie 1830-2000*". This means that they are interested in literature and in the history of their home country since they have not mentioned books about the history of Britain or American.

#### **3.2.1.1.4 The Fourth Rubric**

This rubric contains 6 questions which all serve to identify the attitudes of third year pupils towards the people whose their mother tongue is English. Analyzing each question reflects that some pupils have negative judgments about the aspects of the British and the American societies. The questions of that rubric are mentioned with the interpretation of results as follows:

How do you evaluate the British people?

The aim of this question is to determine if those pupils have any ethnocentric ideologies concerning the British people. The responses differ in terms of viewpoints; for example two pupils describe the British people as polite and civilized; however, there are

some comments which attract the attention of the investigator because they are related to the research questions such as “I hate the British people because they do not have the same traditions and daily life routines as the Algerian people”. Analyzing that comment makes us say that some pupils interpret any difference between communities as inferiority. In fact, being different does not mean inferiority but unfortunately those learners unconsciously link between the social differences and the foreign language they are learning; this is named as ethnocentrism, and it negatively impacts their motivation and performances.

How do you evaluate the American people?

The same question was given for the purpose of asking pupils to evaluate the American people in order to know how they can see the differences between communities. Some of the pupils’ comments are cited in the table below:

The Question	Pupils’ comments
How do you evaluate the American people?	I hate America because it is melting pot, so they do not have a specific ethnic origin
	They are not Muslims so we should not learn their language
	They are intelligent because they rule the world
	They are not sincere, the United nations shows that she is interested in finding peaceful solutions but it is not a reality
	I don’t know how to evaluate them

**Table3.7** Pupils’ Evaluative Comments about the American People

Though there were some neutral judgments such as “I do not know”, or “they are like any other community which means that they have some similar characteristics as ours and they have negative ones also”, the general agreement of their comments shows the existence of ethnocentric attitudes. The researcher also notices that there were some who related the evaluation with learning the language by saying “They are not Muslims so we should not learn their language”.

How do you describe your country’s cultural identity?

This question is resulted in collecting many responses; the majority of them describe their native identities as superior and good. Evaluating the native cultural aspects reveals that pupils have positive attitudes towards their native cultural aspects. Having a cultural identity means the identification with a group that has a common system of language and norms for

conduct.

Directly after asking that question, the researcher has introduced a question of comparison between their native and other cultures, in order to know how they see the differences between those identities. The high percentage represents the native one ie 65.71%. Another group of pupils (7) see the French people as superior, 3 choose the British and 2 prefer the Americans. From this result we can see that whenever we provide a situation of comparison between their country and other countries they start to be in favour of their country's characteristics and at the same they refuse to receive knowledge about otherness just because of the existence of differences. Those who consider their native culture as the superior one were asked to present their reasons. Some of them relate their choice with religion, others emphasize on the valuable<sup>16</sup> cultural heritage of their country, etc

Being interested in knowing about other cultural identities provides complete information about otherness in terms of similarities and differences. This helps in coping with challenges that each individual had to deal with especially when it comes to learning languages; therefore, pupils need to recognize that other peoples can see the world differently because they belong to other cultural groups. This may help them reinforce their acceptance of the differences.

Mention the things that you do not like in the English speaking countries' cultures; and say why

Concerning that open-ended question, the responses were rich in terms of explanations; the overall purpose of that question is to determine the aspects in which pupils show ethnocentric attitudes. Through reading all the comments, the researcher realizes that their stereotyping is in terms of religion, history, ethnicity, civilization, daily life practices, traditions and other related aspects.

As a final question to the fourth rubric, the investigator wanted to ask the pupils if they refuse to learn English in case they do not like the cultures and civilizations of the English speaking countries. 62.85 percent express their refusal to learn the language. This means that those pupils engage their personal opinions and stereotypes in their process of learning.

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<sup>16</sup> **Valuable:** very useful or important

### 3.2.1.1.5 The Fifth Rubric

Peoples' values, behaviours and beliefs vary enormously. Differences may occur due to time of settlement, social backgrounds, level of education and other reasons. The identification with the different cultural traits and acquiring information about them help to increase respect to otherness. Those misinterpretations occur when they lack the cultural awareness. The last rubric of the questionnaires distributed to pupils is named “pupils’ cultural awareness”. 8 questions are suggested in that part for the purpose of having a clear cut answer about their degree of cultural awareness. The questions as well as the percentages of responses are summarized as follows :

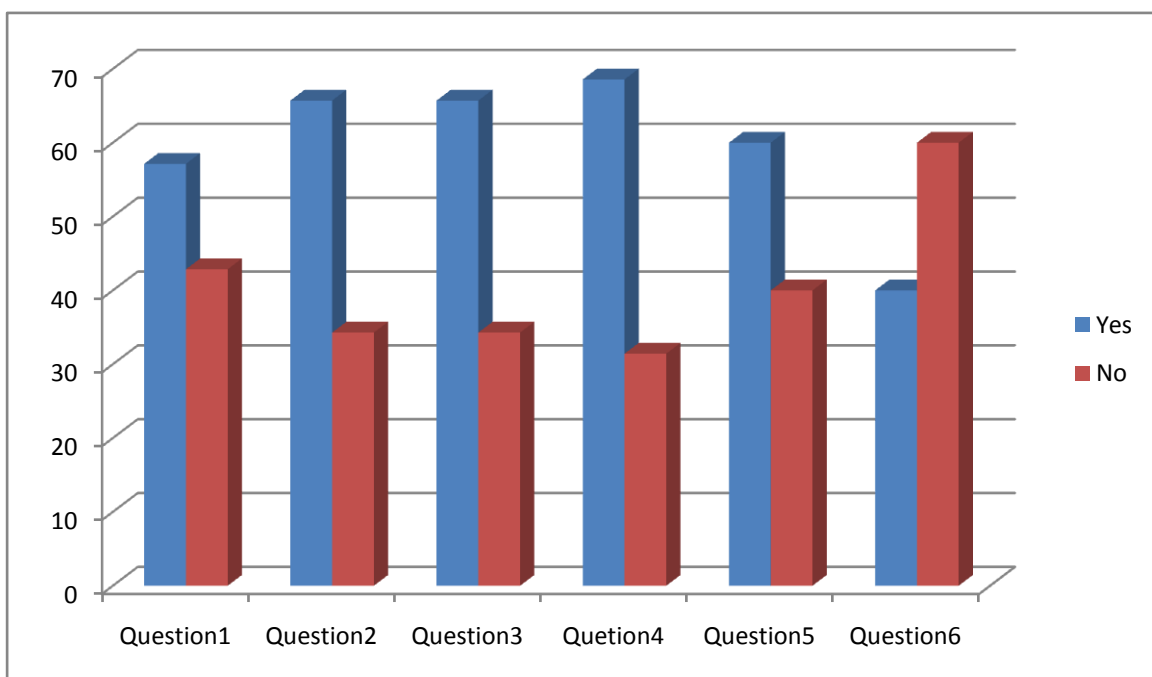
Questions	
1	Do people from other cultures seem to be strange for you?
2	Do you have friends from foreign countries? If no, do you wish to have?
3	If you have the chance to meet people from foreign countries, will you refuse to interact with them?
4	Do you respect people from other cultural and ethnic groups?
5	Are you interested in acquiring information about other cultures?
6	Do you see similarities and differences between cultures as normal?
7	What are the differences between the Arab, the British, and American civilization?
8	What about the similarities?

**Table 3.8** The Questions of the Last Rubric of Pupils’ Questionnaire

Pupils’ responses to the close-ended questions indicate that they are not culturally aware of the differences between nations especially the English speaking countries. As what is shown in the graph below; for example, when asking them if they perceive people from other cultures as strange only 15 respond with no. The second question of that rubric shows that the majority have friends from foreign countries, and even those who have not, they wish to have, whereas in the next question they declare that if they have the chance to meet with people from foreign countries, they will refuse to interact with them, this proves that there is a certain contradiction in their attitudes, being hesitated means that they are not

aware enough to have the entire desire to discover issues about otherness by developing social interactions and discussions.

Question 4 is resulted in declaring that they respect people from other cultures and countries. Though respecting otherness is an important step to increasing the degree of cultural awareness; it is not enough because they announce in another question that they are not interested in acquiring information about anything which does not belong to their ethnic group; then they declare that they do not see differences between nations as normal.



**Graph 3.3** Pupils' Degree of Cultural Awareness

In addition to those 6 questions, two open-ended questions were included to that rubric: the first one is concerned with mentioning the differences between the Arab, the British, and the American civilizations, whereas the second is designed to know their knowledge of the similarities between those nations. Both questions reveal the lack of knowledge of similar characteristics and differences, this can provide an explanation to the rubric of “familiarity with culture”.

The responses of the questionnaire indicate that the selected group of learners shows a kind of ethnocentrism; being ethnocentric means the strong belief that one's own beliefs and ways of life are better and more desirable than those of others. Learning foreign

languages may raise in some learners the tendency to avoid seeing and discovering the cultural traits of otherness; this conflict occurs when the rules of their own culture are contradicted with the rules of the culture associated with the foreign language they are learning. Developing knowledge about the similarities as well as the differences is the first step towards the cultural awareness.

### **3.2.1.2 Analyzing the Teacher's Questionnaire**

In the line of what has been mentioned in the first chapter, a questionnaire is prepared to be given to the teacher. It consists of a number of questions of mixed types (close and open) , which all have purposes ( See table 1.4). The responses collected for each rubric are interpreted in details in this chapter.

#### **3.2.1.2.1 Introductory Information about the Teacher**

This part contains 9 questions which attempt to get general background information about the teacher who teaches English to the selected population or the case study, such as determining his professional experience. For the researcher, designing that group of questions is effective in the sense that it paves the way to know different things related to the study.

Those questions provide different answers which concern the teacher; for example, she is not a novice one, and that she has a magister degree in the French language. This leads the researcher to ask other related questions which are:

Did you plan to become a teacher of English?

Through that question, the researcher realizes that she has a certain desire and motivation to be a teacher. This may represent a positive thing for her pupils because when teachers do not plan to teach it means that they will not be motivated when they become teachers.

Do you like foreign languages?

Here, the teacher insists that she likes foreign languages; this may also be positive for pupils, having a teacher who likes foreign languages and mainly English will increase their chances to develop their language skills.



Was teaching foreign languages stream your choice or that of the administration?

Concerning that question, the researcher wanted to confirm if that teacher likes foreign languages and it is confirmed because she declares that it was her personal choice to teach that stream.

You said in question 2 that you have a magister degree in French, so do you prefer being a teacher of French instead of teaching English?

The teacher's response reveals that she likes both languages, but if she has the choice now, she wants to teach French instead of English. She was hesitating in her response, though she said that she likes her profession as a teacher of English, but it seems that she prefers French since through another question the investigator realizes that she extensively reads in French and she likes that language (she mentions that she has some works of Mouloud Feraoun).

Do you have any future plan to become a teacher of French?

Concerning her future plans regarding teaching French, she said that maybe she will be a university teacher of French because she has a magister degree in that language. Analyzing this can make us believe that she is interested in the French language more than English

### **3.2.1.2.2 Cultural Knowledge**

This part is constructed to examine the teacher's cultural knowledge; the researcher believes that the familiarity of the teacher with culture affects the pupils' level of intercultural competence. The questions are all open-ended in order to give the teacher unlimited chances to express her knowledge regarding culture. See the table below:

Questions	Purposes
Define the concept of culture	Through the definition, one can examine if the teacher is aware of all the dimensions of culture.
Which aspect of culture or civilization (that of the British people) are you familiar with?	To determine if the teacher has a certain background knowledge about the British society.
Which aspect of culture or civilization (that of the British people) are you not familiar with?	To determine in which aspect of the British civilization the teacher lacks information
Which aspect of culture or civilization (that of the USA) are you familiar with?	To determine if the teacher has a certain background knowledge about the American society.
Which aspect of culture or civilization (that of the USA) are you not familiar with?	To determine in which aspect of the American civilization the teacher lacks information
Describe the British people in two or three sentences	To know if the teacher has information about the British people's traditions, way of life, cultural practices, religious beliefs, etc
Describe the American people in two or three sentence	To examine the teacher's knowledge concerning the American people's lifestyle, traditions and any other aspect.
How do you describe your native culture?	To determine the degree of someone's knowledge of other civilizations and cultures ,we should start first by measuring his/her knowledge of the native culture, because people who are not interested in knowing about their cultures, they will not seek to know about other cultures because they are not intellectual persons.

**Table 3.9** The Teacher's Cultural Knowledge Questions

The teacher defines culture as everything about a specific area which is inhabited by a group of people sharing the same beliefs, traditions and using the same language to express their ideas and develop relationships. What is noticed is that her definition covers different aspects related to culture such as traditions, beliefs and language, which means that she has information about the dimensions that construct culture.

She has also mentioned in question 2 that she has knowledge about the British history because she likes history in general not only that of Britain. In addition to that, she says that she does not know about the traditions of that county. Being unfamiliar with some aspects is negative, because as a language instructor, one should cover all the aspects related to the language he or she is teaching.

When asking her about the American culture, she has also expressed her knowledge of some historical issues such as the Apache. Concerning the aspects of unfamiliarity, she has

emphasized on music for example. As far as the description of the British and the American people is concerned, the teacher's responses to those two questions reflect her knowledge of some characteristics for example she points out that the British people are civilized, hard workers, and polite.

It is worth remembering that the present research tests the hypothesis of pupils' ethnocentrism, and to measure their sensitivity to the cultural characteristics of otherness, it is vital also to shed light on their teacher's perceptions and attitudes; that was the objective of the third rubric of the questionnaire given to the teacher.

### **3.2.1.2.3 Teacher's Perceptions and Attitudes**

In that part of the questionnaire, 7 questions have been asked for the purpose of reflecting the desired aim. The first question from that part is:

Do you think that the Algerians or in a wider sense the Arabs' cultural heritage is superior in comparison to the culture of the English speaking countries?

The teacher claims that the Arabs have more cultural heritage comparing to any other nations. This comment can be analyzed from different angles, some people may see it as a positive judgment since considering one's culture as superior is a normal behaviour in the sense that it is a feeling of cultural identity. Others may consider the fact of seeing other cultures as inferior in comparison with the native one is a kind of stereotypical perceptions which can be related to the lack of cultural awareness.

Other questions are needed to ensure that the results are more valid; for that reason, the researcher asked the teacher to mention the country that she wants to visit in case she did not visit a foreign country. The response reveals that she wishes to visit France. Supposing that she chooses Britain, in that case we can say that she is interested in discovering issues about the English speaking countries, and this can be helpful for learners in the sense that she can transfer her interest to them in order to enlarge their cultural knowledge,; but unfortunately, it seems to the researcher that she is interested in another culture which is that of the French people. This cannot be a benefit for pupils to increase their familiarity with the target language culture.

In the other questions, the instructor points out that she respects people from foreign cultures; this behaviour is a positive starting point to develop an intercultural competence;

however, when asking her if she wishes to have friends from foreign cultures, she states that she refuses any interaction with foreign people. Another question is added to know her point of view concerning those who refuse to learn a language in case they do not like the traditions or the values of the people who speak that language as a native one. Her viewpoint is not clearly determined though she states: “not necessarily”. As a teacher of a foreign language, her comment should be strong enough to express that learning a foreign language should not be intervened with the personal stereotypes about culture.

Asking the teacher about her extensive reading is effective in the sense that it can provide us with information regarding her perceptions, the researcher sees that when we do not read books about the English speaking countries, this means that we are not interested in their cultures, or we have negative perceptions towards that. The teacher’s response is yes, but when we asked her to mention a title she left a blank without response. The final question of the questionnaire is important in determining her attitudes, and her interest in acquiring information about the British culture: If the ministry of education organizes a programme for teachers to develop their knowledge about the culture of Britain for example and teachers will be free to join or not, will you join the programme?

**The response:** I have no free time to join the programme; I prefer to develop my cultural knowledge by myself through reading and traveling.

Interpreting the quantified results offers the opportunity of coming up with concluding thoughts about the situational phenomenon. The qualitative results will be also examined to get evidence by analyzing the parts of the interview and explaining all what is obtaining through observing the classes.

### **3.2.2 Analysis of Qualitative Data (the Interview)**

Unlike numbers, qualitative information cannot always be represented in something definite, but can be analyzed depending on people’s opinions and assumptions to provide descriptions of environmental factors. This can develop insights into how participants reflect the issue that is described by researchers, what barriers and advantages are experienced, and how to improve what is being investigated.

The analytical process of quantitative data differs from that of the qualitative. The difference is in terms of the steps to be followed. Dornyei (2007) suggests four phases in that process: starting from transcribing the data, moving to pre-coding and coding, then

interpreting the data and finally drawing conclusions. In that dissertation, an interview is used as a research instrument for assembling qualitative information. The interpretations of each question have been clearly presented in this section. The researcher has divided the interview into three rubrics for the purpose of organizing the questions and facilitating the interpretation. The first part is about determining the teaching objectives, the second one is aimed at reflecting the teacher's beliefs regarding pupils' negative perceptions and the necessity of developing the intercultural competence, whereas the final rubric attempt to obtain information about the teacher's actions and interventions to reduce her pupils' ethnocentric attitudes and to make them have the wisdom of interculturality.

### 3.2.2.1 Analyzing the First Part of the Interview

The first part contains 2 questions which attempt to identify both short term and long term objectives. The teacher is asked to determine her aims of lesson planning and also to number the objectives by priority. The following table shows the order of her choices:

Objectives	Order
Enhancing their level of Grammar	1
Making them use the language appropriately	6
Developing their knowledge of culture	8
Making them like the native language	7
Enriching their vocabulary	2
Providing them with a native-like speaking skill	5
Improving their writing abilities	3
Improving their reading comprehension	4
Making them familiar with the aspects of culture and civilization of the target language communities	9

**Table3.10** The teacher's Aims and Objectives

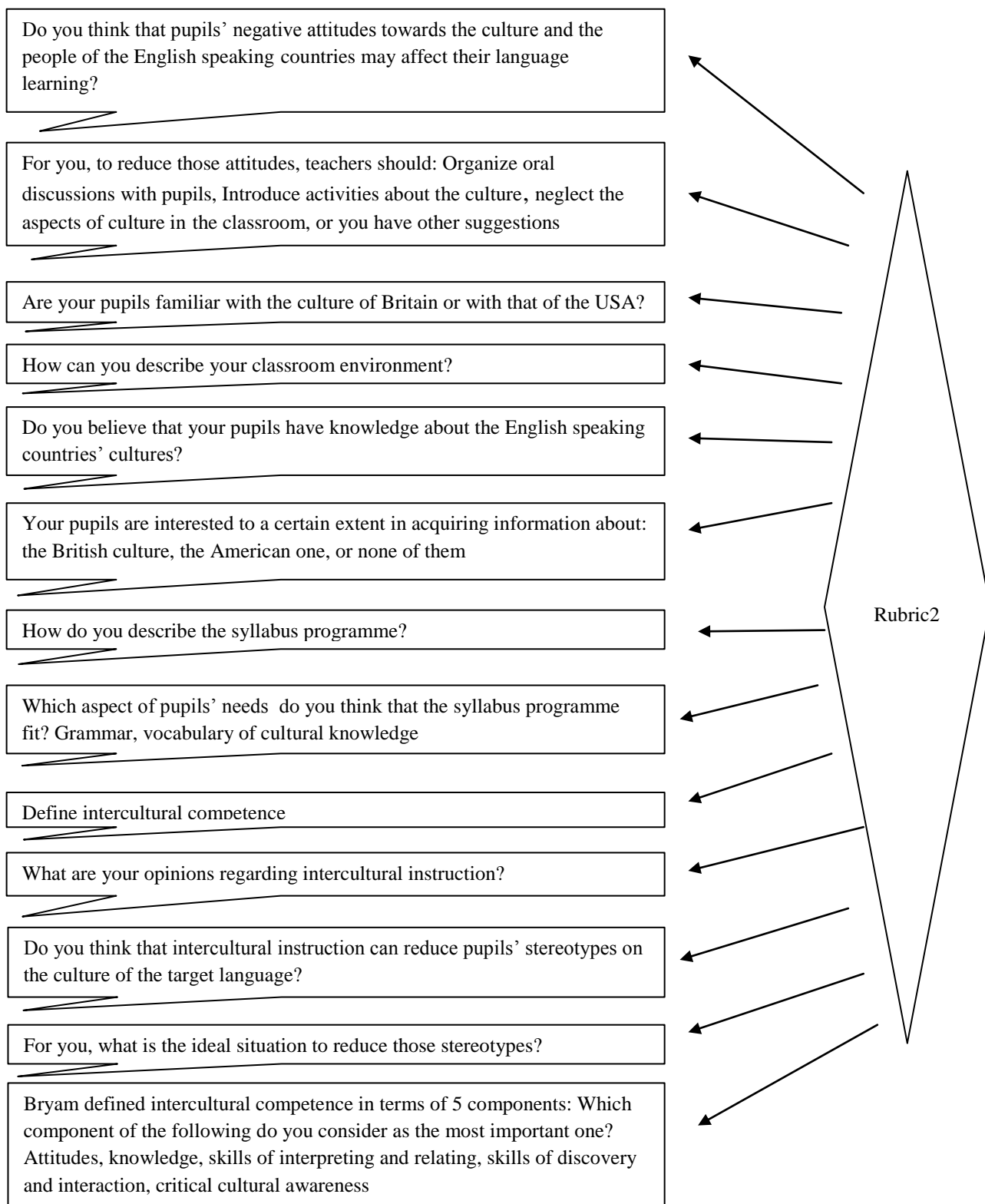
From the table, one can say that the teacher emphasizes on grammar and vocabulary i.e. she plans to enhance her pupils' language skills mainly (writing, speaking and reading), and to develop their sociolinguistic competence by making them able to use the language in its social context and in an appropriate way. Developing their familiarity with any of the aspects associated with the English language is not considered by her as a priority. Concerning her aims before planning a lesson, the answer reveals her emphasis on following

the programme so she has no other plans in relation to her pupils' needs or problems.

The rest of the interview is aimed at acquiring knowledge about the beliefs as well as the practices of the teacher in relation to the situation described in that research. Both parts will be analyzed in details.

### **3.2.2.2 Analyzing the Second Part of the Interview**

The second part of the interview is about the teacher's beliefs and thoughts concerning the problem of ethnocentrism and also the intercultural competence as an interesting concept for EFL teachers. This rubric includes a number of questions which are mentioned in the diagram below:



**Diagram3.1** Questions of the Second Rubric of the Interview

Those 13 questions are resulted in formulating thoughts about the teacher's ideas regarding the phenomenon investigated by the proposed study. In the second rubric, the interviewer obtains the information needed by suggesting a number of questions through face

to face interaction. The first question is about the negative attitudes that some pupils have towards the culture of the native speakers of the target language, the instructor believes that those judgments have no effect on learning because the aim of following courses is to acquire knowledge about the language itself and not to express their affective feelings and attitudes towards the others' cultures.

For her, to reduce those attitudes, the effective way is to neglect the aspects of those cultures by avoiding classroom discussions about the daily life practices of those communities. This is negatively interpreted by the researcher who strongly believes that helping pupils overcome their ethnocentric attitudes can be done by exposing them to a large input about culture not by neglecting it. Asking her about her pupils' degree of familiarity with the culture of Britain or with that of the USA makes the researcher point out that she is not familiar with their knowledge and abilities since she cannot provide an answer about their familiarity with culture. This interpretation may help in analyzing another question which is concerned with describing her classes in the sense that she cannot exactly describe all that concerns her pupils' learning process. She describes the classroom environment by speaking about their level in grammar, their difficulties in writing, their mixed abilities, their large number and their motivation; however, she does not mention their cultural background or their attitudes. As a result, she cannot know if they have knowledge about the cultures of the English speaking communities or not.

What can be noticed here is the use of two questions which indicate the same meaning, Are your pupils familiar with the culture of Britain or with that of the USA? Do you believe that your pupils have knowledge about the English speaking countries' cultures? In other words, the interviewer has used those two questions for the purpose of obtaining a clear answer about the teacher's knowledge of her pupils' degree of familiarity with the cultures associated with English, since the researcher believes that if the teacher does not provide the real answer to the question, information can be obtained by asking her the same question in a different way.

Another question is included in the interview (in the 2<sup>nd</sup> rubric): Your pupils are interested to a certain extent in acquiring information about: the British culture, the American one, or none of them? She chooses the second choice i.e. the American one. This is not enough; to get rid of ethnocentrism, learners need to be familiar with aspects concerning all



the English speaking countries, and this can be done by being interested also in acquiring data about the British people.

According to the interviewee, the syllabus is designed in a manner which fits the needs of language learners, since it focuses on enhancing their level in grammar and enriching their vocabulary; therefore, she does not consider the other dimensions as a necessity while many teachers and researchers nowadays are insisting on the idea that language cannot be learnt as a mechanism of grammatical rules and a set of words memorized as vocabulary. This response leads the interviewer to ask her about the intercultural dimension of language teaching. As a result, her comment reflects her lack of familiarity with that concept since she states that intercultural instruction is not of an essential importance in the field of teaching foreign languages and the priority is on how to develop native-like speakers or at least speakers who can communicatively and successfully interact with others using the target language. For her, it is also essential to make them competent in writing and in understanding any spoken discourse in English in order to be able to negotiate meaning. Therefore, she directly links language learning with the communicative competence (linguistic, sociolinguistic and strategic) with neglecting the intercultural competence. For her, even if they are not interculturally competent, this cannot affect their level of proficiency because if they know how to speak and read, understand what they listen and express themselves in written expressions, they can be considered as competent learners.

Asking her to suggest the ideal situation to reduce ethnocentric stereotypes makes her say that she does not see that ethnocentrism affects her pupils' acquisition of English. Her comment shows that she is not aware of the negative impact of ethnocentrism on learning foreign languages; as a result, she is also unaware of the positive impact on intercultural teaching on reducing those negative attitudes. When the interviewer insists on making her suggest ways to overcome ethnocentrism, she says that this can be done by giving examples just about the positive aspects of other cultures, and it is clear that in order to reduce ethnocentrism, it is essential to help pupils understand cultural differences (differences being positive or negative comparing to the native culture) not only by focusing on the positive patterns; they rather need to know about positive and negative ones and at the same time respect otherness by accepting the differentiation.

Having interpreted those comments may lead the researcher confirm that she lacks knowledge of the positive effects of intercultural instruction. She does also not have an idea

about the five components of intercultural competence since she chooses only one component when it comes to Bryam's definition.

### **3.2.2.3 Analyzing the Third Part of the Interview**

The last part of the interview is concerned with the teacher's intervention and actions to reduce the problem of negative judgments and their effect on learning. The rubric is named teacher's practices and it is made up of the following questions:

How do you distribute the time of your course?

Do you believe that teachers should devote time to culture teaching?

What are the types of activities you introduce to your pupils?

What activities do you consider to be the most important?

How do you assess your pupils' knowledge of cultural similarities and differences between the native and the culture of the target language?

How do you deal with pupils' stereotypes and negative judgments towards the culture of the target language?

Concerning the texts of reading comprehension tests, do you extract texts from the textbook or you introduce other texts?

What about the texts of the exams?

When preparing home works for your pupils, on which aspect do you concentrate?

The analysis of this part has come up with interesting data concerning the practices of the teacher who states that the time of her classes is devoted to grammar, vocabulary, listening activities, reading comprehension texts, written expression tasks and evaluations. This means that she does not give a big part to culture integration. One can conclude that her learners are not exposed to culture and as an expected result, they cannot be familiar with the culture related to the target language, and they develop attitudes of ethnocentrism.

Concerning the activities, she announces that she relies on the activities of the programme (more details about the textbook will be provided in the next phase of analysis). The fact that she has no activities to suggest shows that she does not focus on interculturality

in teaching. Asking her about the strategy she uses in assessing her pupils' cultural knowledge reveals that she does not provide an effective way to do that. This is due to the ignorance of ethnocentrism as a learning problem; she also neglects the intercultural dimension which makes teachers able to assess their pupils' degree of familiarity with the cultural aspects. For her, dealing with learners' stereotypes and negative judgments is beyond teachers' objectives since teachers are language providers not psychologists or sociologists. She also mentions that most of the time she extracts the texts of reading comprehension of tests as well as the exams from the textbook (more details of tests and exams are provided in the pupils' responses and also the appendices).

After analyzing the rubrics of the questionnaires and the interview, providing details about the third research tool is needed to appropriately handle the requirements of the target situation. The third tool is classroom observation.

### **3.2.3 Classroom Observation**

The fact of being observed may be an unpleasant idea for teachers; for that reason, researchers should inform teachers that observing is for the sake of gathering information, not for the purpose of judging them. Whereas pupils have not show any anxiety or worry to be observed and have invited the investigator to ask all the questions she needs to fulfill her task.

The classroom observation was divided into two phases, the first one started in March 2013 and the second started in 2013/2014 and has finished by the end of the academic year. The aim of the first phase is to find out the set of problems and difficulties that may be encountered by language learners in instructional situations. The major concern of the first phase of classroom observation was to explore the difficulties facing pupils in order to determine how they can overcome these obstacles. The observation supports the other tools with extra information concerning the actions and practices inside the classroom environment.

Maintaining observation during the first period of time has highlighted a problem encountered by the population under investigation, whereas the second phase of the observation process reinforces the understanding of the target situation and it has been fundamentally divided into several parts to describe the way the courses have been conducted, i.e. the content that has been provided for those learners through a series of lessons.

The task of observing classes in different courses has been guided by a determined plan; in addition to the use of note taking, this have constituted a great help for the researcher to gather valid information.

### **3.2.3.1 General Information**

Before taking notes and remarks about the instructional actions of the teacher, one needs first to introduce general information about the observation including determining the period, the class being observed, the length of lessons, the experience of the teacher, the atmosphere of the classroom, etc. As mentioned above, the observation of classes is done in two phases, the first one aims at choosing a topic for enquiry (in 2013, from April to the end of the school year), whereas the second attempts to accomplish the research (in 2014, from April to the end of the school year). Both administrative papers which show the dates are included in the appendices. The researcher has chosen to attend the courses of the foreign languages stream since it requires more sessions of English comparing to the other streams; this offers more time and more chances of observation. The pupils chosen are Third year pupils and their teacher is not a novice one; she is experienced. Through observing her way of teaching, the researcher notices that she has experience, Asking her about her experience of teaching reveals that she teaches English for 15 years. Concerning the length of the lessons being observed; during their second year they have received an instructional programme of 4 hours of English per week whereas in the 3<sup>rd</sup> year they have been exposed to five hours of English learning per week.

Describing the atmosphere of the classroom is helpful in portraying the way in which instruction is conducted by depicting how the teacher is managing the classroom and determining the physical conditions. The researcher announces that the classroom environment is safe and comfortable for pupils, the furniture is available, and there is no problem of temperature or other problems. As a result to those conditions, learning can normally occur and can be conducive to all pupils. It is worth remembering that formal education requires classroom management. Controlling the classroom ensures learners' involvement in the lessons and reduces disruptive behaviours. Concerning 3<sup>rd</sup> year foreign languages of Najah, the researcher feels pleased to examine their learning process since they are not trouble-makers during the classes. They respect their teacher and even the researcher and pave the way for her to carry out the enquiry. This is because of their teacher's guidance and good management.

Observing the classes many times per week makes the researcher confirm that this good climate of learning is created and established by the teacher who clearly defines the rules and explains her severe reactions to the expected as well as the unexpected behaviours.

She checks whether all pupils are concentrating even when she is preoccupied in writing or explaining; she establishes routines to monitor the activities and the use of materials, and she knows when she should intervene. She always verifies if pupils bring their books and copybooks to be sure that they are following. As far as the seating arrangement is concerned, Pupils' seats are arranged in four rows. This allows to orient them toward the front of the room and to check their performances. Pupils are free to choose their seats at the beginning of the year, and they keep the same arrangement, except for some cases when the teacher assigns some of them to seats that will ensure discipline. In general, one can say that her classes are properly controlled and as a result, the problems related to classroom management are eliminated.

### **3.2.3.2 Teacher's Talk Vs Pupils 'Talk**

During the phase of observation, learners do not talk enough, the more the teacher speaks, the less they speak. The teacher's talking time is devoted to initiate the topic, distribute turns, evaluate responses by giving feedback, questioning and jokes which are used to increase interest throughout the course.

She uses the board to write the exercises and explain grammar rules, the meanings of vocabulary items and after checking whether they all have understood; she gives them instructions. Some students need time to understand the indication, so she gives them time to answer. Then, they are given the time required to give the right response. Though she gives them opportunities to speak, each student gets only few minutes to speak since she talks for more than half the time in a 60 minute lesson with 35 students.

### **3.2.3.3 Use of the T.L**

Effective language instructors provide learners with a large interactive input in the target language to develop their proficiency. They are the ones who use the target language as much as possible. Learners cannot learn the language without being exposed to it through listening to different discourses; this increases their opportunities to speak. Since the TL is not heard outside of the classroom context.

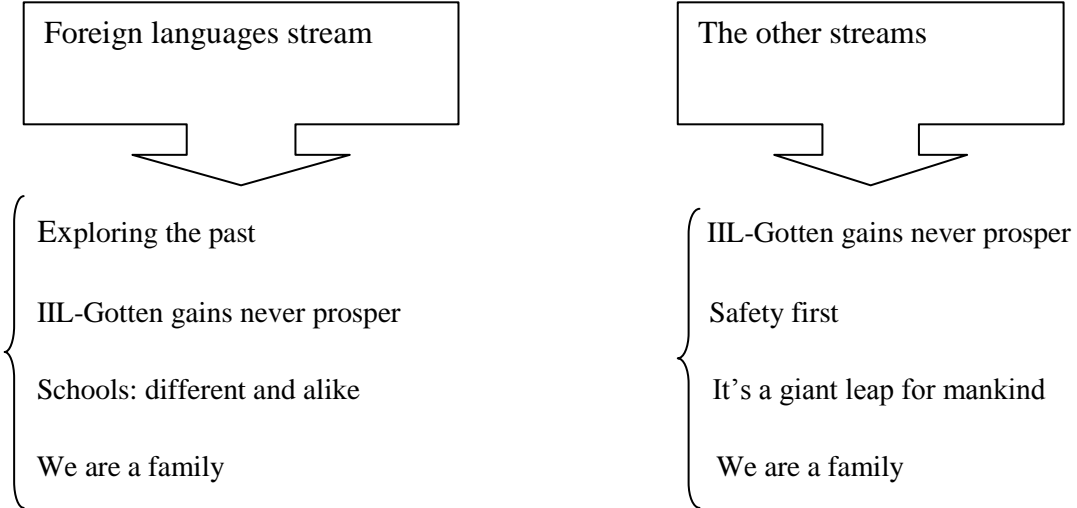
The phase of observation is resulted in drawing conclusions about the use of English in the classroom context. The researchers detects that the instructor's use of the TL is not maximized since she sometimes uses French to facilitate instructions and even to open

discussions which are not related to the content of the course. The reason is that she is magister student of French. What can also be noticed is that she is the main user of the TL; pupils show hesitation to use the TL in a communicative way and they use only some English words to participate in activities by giving responses.

**3.2.3.4 Use of Materials**

Each teacher requires a range of tools in order to ensure instruction. These materials make language accessible to learners. Using a variety of materials makes it possible to reduce pupils’ boredom and lack of concentration.

The textbook is a material of instruction that plays a critical role in maintaining education. Though it is the key component to deliver the curriculum, teachers should not rely solely on it to pass on knowledge; in fact other materials are needed since textbooks are not the only didactic instruments. According to what has been observed, the teacher relies primarily on the textbook as a printed material i.e. she wrote exercises from the book on the whiteboard then she explains for pupils who are supposed to participate. The investigator wants to form a general idea about the textbook; first she has noticed that the same book “New prospects” is used for all streams, and to be informed she discusses that point with the teacher who says that the same book is used for all streams but the difference is the units to be taught. (See diagram 3.3)



**Diagram3.2** Didactical Units of the Textbook “New Prospects”

“New prospects” contains six units, and each stream is expected to study four units. Each unit encompasses two parts with two sequences for each: the first part: language

outcomes is divided into listen and consider, read and consider with a rubric entitled think, pair and share. The second part entitled skills and strategies outcomes, comprises two sequences: listening and speaking, reading and writing. (See appendix: Book map). The teacher informs the researcher that teachers are asked to allocate 22 or 24 hours to each unit.

The researcher attempts to analyze the content of the textbook to know if it fits pupils' needs in terms of intercultural instruction. She notices that the first unit is aimed at exploring the past through supplying pupils with knowledge about some ancient civilizations namely the Greek, the Egyptian one, etc. As learners of English, they need to be exposed to a large amount of data about the English speaking countries, so the first unit does not fit this aspect. The second unit provides topics about ethics in business; this has no relation with enhancing pupils' knowledge of cultural similarities and differences. The third unit is quite different because it is named schools: different and alike. As the name indicates, it gives information about the similarities and differences between schools. The researcher notices that page 83 contains a text entitled "education in Britain", this may be helpful for learners in the sense that it gives them ideas about the system of education in Britain. Page 92 contains a picture entitled "a girls' secondary school in Britain in the 1960s", and page 97 depicts a diagram about education in the USA, followed by texts about that (page 98 and 100). The last unit for foreign languages stream is named "we are a family", it includes feelings, emotions, humour and related topics. The researcher notices that page 174 contains an interesting question which is "To what extent are Algerian attitudes to feelings similar to or different from the American and British attitudes?" This question is followed by a text which explains that, the text is extracted from the Oxford Guide to British and American Culture. Copies of these examples are extracted from the textbook to be included in the appendices.

In general, one can say that the textbook does not encourage teachers to develop kind of intercultural teaching, though it contains those texts and topics about the British and the American people; it still lacks information about all the aspects which can reduce attitudes of ethnocentrism.

Observing the classes makes the researcher able to note that the teacher uses the textbook with no intervention of ICT teaching resources. The second material that the teacher uses is the whiteboard i.e. she relies on it to present her lessons and enhance student understanding. Moreover, she uses it to write words especially new vocabulary and this is a good way to make sure that all pupils write them correctly and make them avoid spelling mistakes. Through observing, one can say that she properly uses the board, with clear hand writing and a good distribution of space. However those two teaching aids (textbook and

whiteboard) are not sufficient to pass on knowledge through instruction since they are limited in directing teachers to vary content.

### **3.2.3.5 Activities**

Teachers are asked to foster learning and make it as active as possible to reach pupils' understanding. This can be easily done by proposing different ways to present the material being taught for example by suggesting a variety of activities which fit the programme and at the same time meet the learners' needs and levels. Engaging students in activities make them concentrate on the content of courses and experience new situations by performing different tasks.

Observing the pupils of Najah (3FL) makes the researcher take some notes concerning different behaviours. As far as the activities are concerned, one can say that those pupils are actively involved in the learning process instead of receiving knowledge in a passive way, and they are all encouraged to participate by their teacher who extracts exercises from the textbook to be written on the whiteboard. After writing, some volunteers start to respond, then the teacher repeats the questions to check their understanding and if everyone is paying attention. She sometimes calls names of pupils who do not participate and this increases their feelings of anxiety; but in general, she establishes a secure climate by welcoming any response even if it is wrong. What can be noticed is that she allocates the adequate time to achieve each activity, in addition to devoting energy to explain and repeat for those who do not understand. All this is positive, but what is negative is that most of the activities she writes on the board are about grammar, i.e. she does not introduce activities about culture in her courses. Neglecting culture-related topics can be due to the lack of time, the uncertainty about which aspects of culture to teach, or the lack of practical techniques.

As mentioned above, her classes are not culture-based; therefore it will be difficult for pupils to develop their cultural awareness. Teachers are responsible of introducing effective methods of teaching and using different materials to enlarge the input which makes pupils more closely connected with culture.

### **3.2.3.6 Library**

At the early stages of the study the researcher does not know that there is a library in the school she visits. She realizes that through asking. Once she discusses that point with the



pupils, she attempts to visit it. She discovers that the library is large and characterized by the accessibility of interesting books which most of them are not available outside. Different books are stocked on several shelves, but the problem is that they all not arranged properly.

The researcher finds it difficult to find out books written in English since titles are not organized in an alphabetical way. In addition to that, books about different subject matters are mixed; this makes the reader tired and bored to look for a particular printed material. As mentioned above, the library of Najah includes a collection of books, dictionaries, some booklets and other materials for the benefit of pupils; it offers them the possibility of acquiring knowledge about various subjects in relation to the four streams by having access to books and borrowing them for a particular period of time. However, pupils do not regularly read, and most of them go to the library not to get books but to sit and study there especially when they have exams they revise together.

As far as the difficulties encountered by pupils, the researcher notes that the librarian is not well qualified in that domain so she does not help pupils to get the pleasure they search for by helping them find the books they want. In addition to the physical atmosphere which is not comfortable since the shelves and the books are full of dust.

While visiting the library, the researcher attempts to know if it contains books which reinforce pupils' knowledge of the different aspects related to the English speaking countries. She notices that there exist interesting books about the British and the American cultures, these are some titles: "*California Indian days*" by Helen Bauer, two magazines entitled "*Britain today*", an encyclopedia written in French, entitled "*Londres*". In addition to different literary works such as "*Wuthering heights*" by Emil Bronte

Magazine: “Britain today”	Topics
Magazine 1	The welsh nation The census of 1951 Novelists of today Higher production The first English Operas The decades of taste A young man of the theatre Films, scientists as heroes New literature
Magazine 2	As others will see us Elizabethan England Craftsmanship Home helps Edward Wadsworth Bristol Opera in London

**Table3.11** Contents of Magazines

The table illustrates that the magazines available in the library contain interesting topics that expose readers to valuable information about Britain as an English speaking countries. In addition to the encyclopedia which presents pictures of different places in London and contains articles about the history of London, Westminster.. For more illustration, the researcher has included a copy of the content of that encyclopedia in the Appendices.

### **3.2.3.7 Evaluating Pupils (Tests and Exams)**

One of the main responsibilities of teachers is evaluation which aims at evaluating learners' achievements and examining their progress. This permits to give learners feedback by grading their work and judging their understanding at a particular time with respect to the content of courses. During the courses of instruction, the researcher attempts to take notes concerning both tests and exams. She notices that after each test or exam, the teacher makes a report by noting names as well as marks, and anything concerning the progress or the pupils' mistakes.

As mentioned in the analysis of questionnaires, the researcher has asked pupils to mention what the texts of tests are about. One can say that pupils' responses to that question

are honest since observing their classes has come up with the same result concerning the topics. As an illustration, the teacher asks a pupil to give her a copy of the tests of both second and third year. (See the appendices). As far as the exams are concerned, the pupils' responses do not contradict the observation i.e. the topics that pupils have mentioned are correct since the researcher has tried to make a copy of the exams of both Second and Third year. The copies are available in the appendices.

### **3.2.3.8 Research Projects**

Concerning the projects, the pupils have mentioned some topics in the questionnaires, however observing the courses makes one confirm that there is no suggestions from the part of the teacher concerning the projects. This means that the few responses provided by some pupils concerning the projects are not honest.

After presenting those detailed interpretations, conclusions and summaries of the findings can be constituted in the last chapter of the dissertation which also attempts to identify ways to reduce the severe impacts of the problem of ethnocentrism.

## **3.3 Conclusion**

This chapter, actually, proceeds to a systematic data analysis of the data collected through the three defined tools (the two questionnaires, the interview and the classroom observation). The results show that these pupils are ethnocentric and the teacher is not interested in developing their intercultural competence.

It is essential for teachers to implement the techniques and interventions which increase pupils' appreciations, perceptions, ideas and attitudes towards other cultures especially those of the target language speaking countries. Therefore, the next chapter is designed for those and other purposes.

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## **4.1 Introduction**

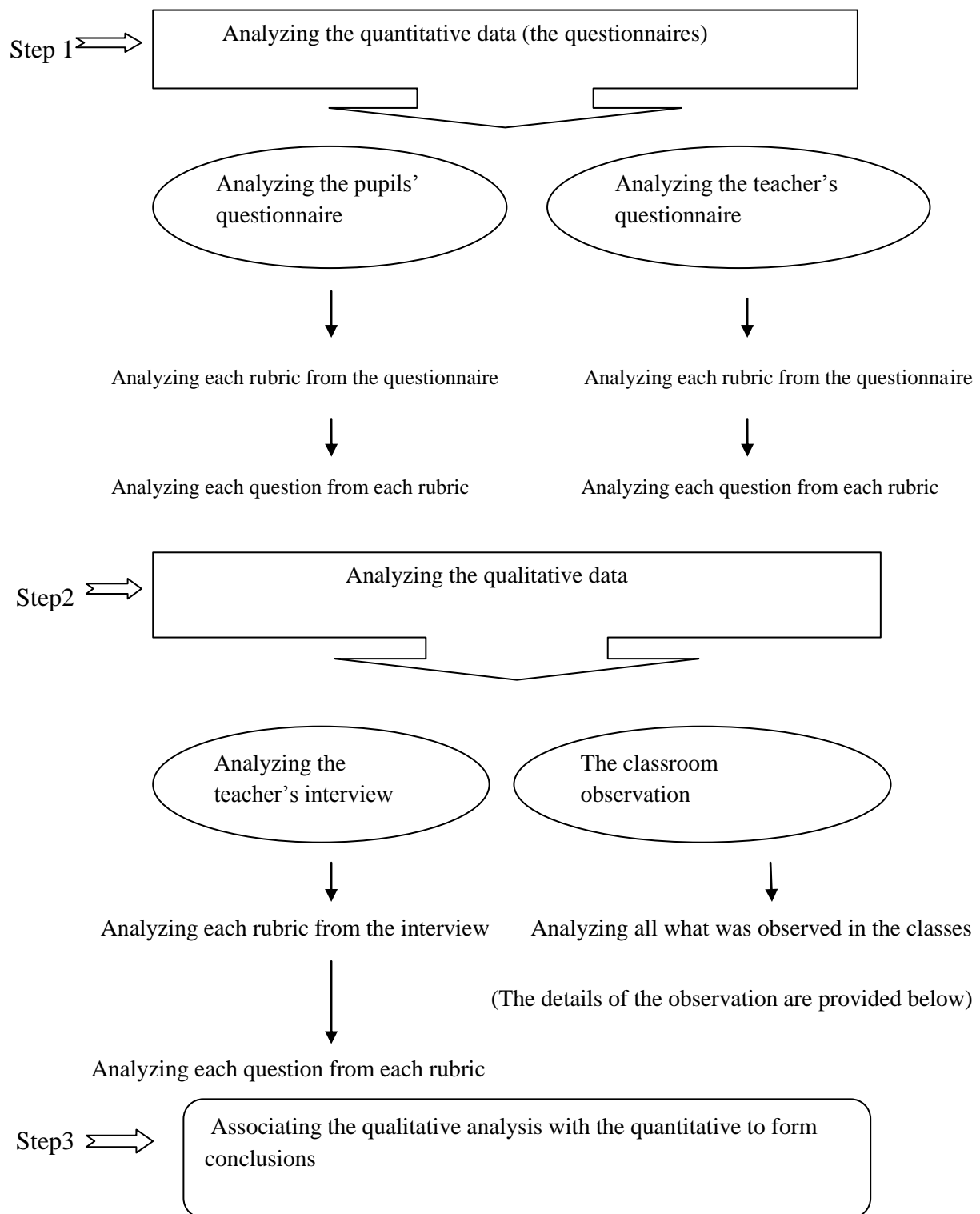
To develop the tolerance which helps pupils constitute positive attitudes, teachers need to introduce a set of practices including the intercultural dimension of language teaching as a key to overcome ethnocentric perceptions towards all what concerns the foreign cultures.

As mentioned earlier, the current study is for the sake of improving the situation discussed in the former chapters. Based on the results obtained and discussed, it becomes possible to draw conclusions and propose some helpful recommendations. Therefore, this part of the study is devoted to presenting summaries of the findings and suggestions for the purpose of helping instructors overcome the obstacle identified in the first chapter. It also identifies the limitations of the study.

## **4.2 Summary of the Findings**

People's strong sense of identity and group membership leads to holding some negative ideas which resist differentiation comparing to other social groups. Having a cultural awareness means being conscious of similarities and contrasts between nations and the recognition of racial diversity which makes people respect the customs and beliefs of others. Furthermore, it involves changing the attitudes by developing familiarization with the cultural characteristics and behaviours of the members of other ethnic groups.

Accomplishing this research can make diagnosis of different problems at different levels: for example Grammar, Vocabulary, Pronunciation and other problems; but since the study is about a specific problematic, the focus will not be on all the problems encountered by the selected group of pupils. Both qualitative and quantitative data have been analyzed i.e. all the questions of the questionnaires and the interview have been interpreted in addition to providing a detailed description of the classroom observation. After presenting detailed interpretations in the third chapter, conclusions and summaries of the findings can be constituted in the last chapter of the dissertation which also attempts to identify ways to reduce the severe impacts of the problem of ethnocentrism. The following diagram summarizes the steps of analysis.



**Diagram 4.1** Steps of Data Analysis

## **4.2.1 Summarizing the Results Obtained from the Quantitative Data**

Most of the information gathered before will be therefore an attempt to find answers to the researcher questions formulated in the first chapter. Using a variety of research tools has come up with a set of conclusions which are going to be mentioned in this part of the study.

As stated earlier, the researcher has used two questionnaires to gather quantitative data, one to the teacher and the other is given to pupils. Both questionnaires have provided numbers and statistics which can be discussed for the purpose of constructing summaries and conclusions describing the situation. In the third chapter, the researcher has tried to analyze all the rubrics of both questionnaires by analyzing all the questions (one by one).

### **4.2.1.1 The Pupils' Questionnaire**

In the line of what has been mentioned, the questionnaire devoted to pupils is constructed for the purpose of reflecting their attitudes towards the cultures associated with L1 and TL, it encompasses the following rubrics: General information about respondents, Pupils' familiarity with culture, Pupils' exposure to culture in and outside the classroom, Pupils' attitudes and Pupils' cultural awareness.

The first rubric is designed for the purpose of acquiring general information about pupils. The findings reveal that pupils use extensive reading and this behaviour is positive but the problem is that they prefer to read in other languages (namely in Arabic, French, German). As a result to that question, the researcher expects that pupils lack familiarity with the cultures of the English speaking countries because of their lack of extensive reading in English. Concerning their choices of the stream, the result shows that some relate it to their weaknesses in scientific matters, others state that they were obliged by their parents, 17 associate learning foreign languages with technology and globalization, and only few like foreign languages. This makes the researcher say that only few pupils choose that stream because they like it; this means that most of them do not like foreign languages and this may reduce their interest in acquiring knowledge of the different aspects related to English as a foreign language. Concerning their level in English, the result indicates that only few pupils are excellent whereas most of them are not. The researcher believes that having bad marks can be due to the negative attitudes and the stereotypes towards the target language and culture. Asking pupils about their free time activities reflect their interest in other practices



like sport or music, i.e. they do not make attempts to know about foreign people especially those whose mother tongue is English.

The second rubric reflects their lack of familiarity with the cultures of the English speaking countries since through the questions they have shown no eagerness to discover otherness by acquiring knowledge of the cultural characteristics of people from other cultures. The questions reveal that they are not familiar with all the aspects, concerning Britain; the majority are familiar with the historical as well as the geographical aspects, the other few responses concern the other aspects; however, less attention is given to values and ethnicity with no interest in knowing about daily life practices. This reflects their refusal to know about the beliefs of other people, their ethnic classification and traditions. This can be seen as ethnocentrism. Pupils have also expressed their difficulties when it comes to activities about culture and this is the responsibility of the teacher because if they are exposed to a large amount of this type of activities, they will have no difficulties to accomplish them.

The third rubric consists of a collection of questions to identify the actions and classroom practices of the teacher to enhance pupils' cultural knowledge and measure their degree of exposure to the foreign culture outside the classroom. Having interpreted the questions of that rubric makes the researcher confirm that the classroom practices and actions do not make pupils efficiently and sufficiently exposed to the cultures related to the English language. This may be due to the teacher's insistence of completing the programme therefore she neglects any additional intervention. Concerning the exposure to culture outside the classroom context, the results show that most of the participants do not frequently visit the library of their school and they do not have a collection of literary works written in English at home which means that they are not interested in knowing about the target language and the culture related to it.

The rubric entitled "Pupils' attitudes" attempts to identify the attitudes of third year pupils towards the people and the cultures related to English. The interpretation of the findings indicates that some pupils have negative connotations about the aspects of the British and the American societies; at the same time, they consider their native identities as superior and good. This means that they have positive attitudes towards their country's cultural aspects and ethnocentric perceptions towards foreign cultures. Pupils' responses to the questions of the last rubric their lack of cultural awareness i.e. they are not aware enough of the differences between cultures since most of them perceive people from other cultures as strange in

addition to expressing the refusal of interacting with them just because they are foreigners and they do not belong to the same cultural identity. Though they express that they respect people from other countries, it is not enough to reach the cultural awareness because they announce in other question that they are not interested in acquiring information about any aspect which does not belong to their ethnic group. This means that they do not perceive differences between nations as normal. Reinforcing the knowledge of the cultural similarities as well as the differences is the first step toward the cultural awareness.

#### **4.2.1.2 The Teacher's Questionnaire**

The questionnaire addressed to the teacher consists of a number of questions which are classified in rubric: Introductory information, Cultural knowledge and perceptions of the target language culture. In other words, the researcher has tried first to acquire background information about the teacher; she believes that having a general idea about the teacher is beneficial for example by asking her if she plans to become a teacher or if she likes foreign languages. Throughout the questions, one can say that the instructor likes foreign languages but she prefers French and the proof is that she has a magister degree in that language. Being interested in other languages may affect the teacher's motivation to teach English. After acquiring general information, the investigator wants to know about the cultural knowledge of that teacher especially concerning the English speaking countries. The instructor has also mentioned that she has knowledge about the British history because she likes history in general not only that of Britain; this means that she shows no interest to know about Britain as an English speaking country; she has also expressed her lack of knowledge of the traditions of that county and concerning the American culture, she has also expressed her knowledge of some historical issues. Being unfamiliar with some aspects is negative since language promoters should cover all the aspects related to the language they are teaching. Concerning the American culture, she has also expressed her knowledge of some historical issues

Measuring pupils' sensitivity to the cultural characteristics of the English speaking countries, leads the researcher to include questions to measure also their teacher's perceptions and attitudes. For the teacher, the Arabs have more cultural heritage comparing to any other nations. This may be considered a kind of negative judgments and cannot be beneficial for pupils to increase their familiarity with the target language culture. The questions also reveal that she respects people from foreign cultures; however she states that she refuses any interaction with foreign people. Asking her about extensive reading books provides the

researcher with information regarding her attitudes since she has not mentioned titles about literary works in English, in addition to her unwillingness to acquire information about the British culture. This can be interpreted as ethnocentrism, i.e. the teacher has ethnocentric attitudes.

## **4.2.2 Summarizing the Results Obtained from the Qualitative Data**

In addition to generating percentages and numbers through the questionnaires, other instruments have been used for the purpose of gathering qualitative information about the population. This has been done through using an interview and an observation.

### **4.2.2.1 The Interview**

The interview has enabled the researcher to gather in-depth information about situation under investigation and confirm the results obtained while using the other tools. The three rubrics of the interview are constructed for the purpose of determining the teaching objectives, reflecting her beliefs regarding pupils' negative perceptions as well as the intercultural competence, and gaining information about the classroom practices to reduce her pupils' ethnocentric attitudes.

Based on the responses, it can be said that the teacher emphasizes on grammar, vocabulary, language skills whereas she neglects developing their familiarity with any of the aspects associated with the English language, and her main objective is to finish the programme. Concerning her beliefs regarding ethnocentrism and its impact on learning, the instructor believes that this has no negative effect on the process of learning; she is also unaware of the importance of intercultural teaching to reduce this type of attitudes since she has no effective techniques to suggest. As far as the classroom practices are concerned, she does not introduce culture in her courses. Consequently, her pupils lack familiarity with the culture related to the target language and they develop attitudes of ethnocentrism.

Interpreting the responses of the interviewee leads the researcher confirm that she lacks knowledge of the positive effects of intercultural instruction and she does not have an idea about the five components of intercultural competence.

### **4.2.2.2 The Classroom Observation**

The observation process has been divided into two main parts: the first one has attempted to develop familiarity with pupils' needs and difficulties; this has allowed the

researcher to choose a topic for enquiry and the second part has been reserved to the research by applying different procedures and using a number of instrument for the purpose of seeking the truth by finding answers and testing the hypotheses.

Maintaining observation during a specific period of time has highlighted a set problems encountered by the group of pupils under investigation; but the emphasis is on a specific problem which is stated in the former chapters of the study. The investigator has noticed that, in most of the classes two teaching materials have been used: the textbook and the whiteboard. What has attracted the observer’s attention, is that, the teacher ignores the other materials i.e. she does not use visual aids such as the data show. Moreover, the target language is not the only language used in the classroom .As far as the talking time is concerned, the observer has noted that the teacher talks more than pupils do. Despite the fact that the library is rich in terms of works about the English speaking countries, pupils do not regularly borrow books to read. This means that they are not interested or they lack the awareness which make them eager to know about other communities. The observer has also noticed that the teacher neglects introducing texts related to the English speaking countries in her tests and exams, and she even neglects to ask pupils to write something about the people who speak English as a native language. The following table is an attempt to summarize the elements which have been observed during the phase of classroom observation.

<b>Elements being observed</b>	<b>The researcher’s notes</b>
Teacher’s experience	Experienced
Time devoted to courses	4 hours per week for the 2 <sup>nd</sup> year 5 hours per week for the 3 <sup>rd</sup> year
Physical conditions	Comfortable atmosphere
Classroom management	A well managed classroom
Teacher’s talk VS pupils ‘talk	More than 50% of the time is devoted to the teacher
Use of the target language	English is not the only language used in the classroom. French is also used by the teacher
Materials	Only 2 : the textbook and the whiteboard
Activities	Activities are from the textbook, no integration of culture-related topics
Library	Available with interesting books about the English speaking countries
Evaluations	Neglecting texts and written expression tasks about culture
Research projects	Nothing to mention

**Table4.1** Notes of the Classroom Observation

Despite the fact that observing pupils for a limited period of time is not sufficient to describe the situation related to the problematic, the observation has been of a great help for the researcher to get more in-depth information to crosscheck data gained from other tools.

### **4.3 Concluding Ideas**

The problems that the selected pupils seem to face are mostly related to the teacher's beliefs and practices which have a heavy impact on them. Throughout the research process, the researcher notices the following difficulties:

- Pupils' lack of motivation to discover the characteristics of other cultures especially those of the English speaking countries.
- Pupils' negative perceptions about the people whose their native language is English
- Pupils' unfamiliarity with the cultural aspects of otherness
- Lack of respect from the part of pupils shown to other cultures
- Limited time allocated to intercultural teaching
- Following the syllabus design with no efforts to introduce any change which fits pupils' needs.

Based on above-mentioned difficulties and on the evidence generated from the procedures followed to accomplish this study, one can find answers to the four formulated questions suggested in the early stages of the research. The following table mentions the answers obtained through the research:

The formulated research questions	The answers gained through investigation
What are the attitudes of pupils towards the English language, and the culture of the people whose native language is English?	Pupils have negative attitudes towards the cultures of the English speaking countries i.e. they are ethnocentric
Are pupils interculturally competent?	Pupils are not interculturally competent since they negatively perceive cultural differences among nations
Are teachers interested in introducing the intercultural dimension to their classroom instruction?	Concerning the selected population of study, the teacher shows no interest in the intercultural dimension of language teaching
Can intercultural competence reduce ethnocentrism?	Intercultural competence is a key parameter to reduce any attitude of ethnocentrism since it develops pupils' knowledge of the host culture and it makes them aware that similarities as well as differences between cultural groups are normal

**Table 4.2** Answers to the Research Questions

From the table and based on the findings obtained from triangulation, it has been concluded that the hypotheses proposed by the researcher can be confirmed. These are the four hypotheses:

- Pupils have ethnocentric judgments and stereotypes about the culture of the Target language.
- Pupils are not interculturally competent.
- The teacher is not interested in the intercultural instruction and as a result pupils are ethnocentric.
- The dimension of intercultural competence can reduce the level of ethnocentrism.

It is of principle importance to mention that the four hypotheses have been confirmed and strengthened i.e. the teacher, who is a key-parameter in the situation, has neglected the intercultural dimension of instruction. This may be considered as the main reason of ethnocentrism. For the purpose of ameliorating the situation teachers need first to acquire the intercultural competence to be able to transfer it to pupils. Having a good command of the language is not enough to meet the needs of learners. It is also necessary to know how to implement instructional techniques and methods that are appropriate to cope with any problem. To do this, teachers need to keep in touch with current researches in addition to

participating in conferences. Language teachers need not to be only experts in the field, but they need to cover all the aspects related to what they are taking part in.

#### **4.4 Pedagogical Approaches to Intercultural Teaching**

Teaching is a demanding profession which needs flexibility and the ability to deal with any situation. Classroom instructors are supposed to be as familiar as possible with their learners' process of learning in order to be able to meet their needs and introduce new techniques and strategies to better cope with any obstacle.

In general, learning is not an easy task and it becomes much more difficult when it comes to learning foreign languages since learners find themselves exposed to a language other than the native one, a language with a set of linguistic features, a large list of vocabulary items, a group of grammatical rules, a strange pronunciation and foreign cultural norms and behaviours. This leads to different learning problems and it is the task of teachers to solve them. Being exposed to a new culture with different patterns and characteristics makes the learner conceptualize certain stereotypes, generalize negative ideas and form comparisons between the native and the foreign cultures. Teachers are the ones who raise awareness among pupils by introducing a variety of techniques to make them interculturally competent. In this section, the researcher tries to suggest some pedagogical implementations for the sake of improving the situation i.e. that of ethnocentrism. This section is aimed at encouraging instructors to introduce a variety of approaches that contribute to the intercultural instruction. It then presents short descriptions of some practices that can be implemented to make learners be equipped by the components of intercultural competence.

##### **4.4.1 Recommendations**

The core objective of any intercultural instruction is developing learners' intercultural competence which enables learners to positively act in the context of diversity and respect those who have different cultural backgrounds. This section offers a range of pedagogical approaches to facilitate the development of that competence by providing teachers with orientations and suggestions which enable them to introduce practices and implement techniques to reach interculturality in their courses. Research has shown that intercultural competence cannot be acquired automatically, but it needs to be learned and reinforced through a set of intercultural experiences. In other words, teachers are responsible of making

learners participate in different classroom practices which are based on exposure to aspects of other cultural identities. Having knowledge about otherness is what makes language learners competent in terms of interculturality.

One of the main objectives of the council of Europe is to establish some programmes which are designed to develop guidelines to language teachers in relation to intercultural teaching and other issues, some of those works are “The European Language Portfolio”, “The Common European framework of Reference for Languages”, “Recognizing Intercultural Competence”, and “Developing the Intercultural Dimension in Language Teaching”.

“Developing the Intercultural Dimension in Language Teaching” is introduced by the Council of Europe to language teachers in order to help them develop not only their theories but also their practices of teaching. Developing knowledge of intercultural competence as an important component of instruction can be considered as a first step to promote learners’ understanding of cultural similarities and recognition of difference. *Intercultural communication is communication on the basis of respect for individuals and equality of human rights as the democratic basis for social interaction.* (2002:9)

As mentioned earlier, this chapter is aimed at suggesting techniques and ways to overcome the problem of ethnocentrism in relation to learning. The researcher has suggested a set of classroom practices and has encouraged any planned programme which attempts to increase the cultural awareness of learners.

#### **4.4.1.1 Suggestions of the Researcher**

To improve the situation discussed through the study, the researcher has devoted this section to reflect her viewpoints and suggestions regarding the role of intercultural instruction in reducing the level of pupils’ ethnocentrism. The researcher strongly believes that to solve any problem related to learners, many interventions should be made by the instructor and the syllabus designers.

##### **4.4.1.1.1 Curriculum Designers**

Syllabus designers can play an important role in reducing the problem discussed in this study in the sense that they can make the courses evolve in an intercultural direction. Having seen the textbook designed for 3<sup>rd</sup> year pupils makes one say that it is not sufficient in terms of exposure to the aspects of culture related to the English language. This highlights the



need to enlarge the cultural knowledge of pupils by including other units about the British people for example. Curriculum designers are responsible of developing materials that will provide the teachers with a group of reading comprehension texts about the characteristics of the people living in the English speaking countries. Textbooks should assist teacher with the suitable content and activities to teach culture to promote intercultural competence.

#### **4.4.1.1.2 Teachers**

Cultural diversity increases the need for respect and tolerance among societies; therefore, developing the intercultural competence is a process of significant importance. Teachers are responsible to develop in learners the attitudes of respect and tolerance. This can be done by planning courses, following methods and implementing strategies to integrate culture in the classroom settings.

Many research papers have been developed about the teaching of culture in an EFL classroom, but the question of how it should be done remains controversial. The emergence of the communicative approach has stressed the importance of culture in the foreign language classroom by creating real life contexts and exposing learners to different communicative situations which make them compare and contrast the similarities and differences between their own and foreign cultures. The term of intercultural competence has been used to reflect the view of discovering both the native culture as well as the foreign ones. To be able to reflect upon the characteristics of others, learners need first to be familiar with what is part of their own culture; in other words, the content of instruction should be designed in a way which develops learners' cross-cultural awareness and makes them able to recognize that there are other cultural frames. These are some suggestions presented by the researcher concerning the teacher's role to implement actions and practices to reduce the problem being stated in the first chapter of the study.

##### **4.4.1.1.2.1 Design of Course Objectives**

It is crucial to set the objectives which help learners appreciate particular forms of cultures by exposing them to comparative cultural studies. Teachers are supposed to offer techniques or procedures for developing cultural understanding and raising their learners 'curiosity to know about the target culture through designing objectives in a way which covers customs, ethics, behaviours, values, etc, using the suitable teachable resources throughout the courses, and setting the targets which can explore particular cultural

characteristics. Determining course objectives in terms of intercultural instruction offers several benefits to language learners. It can be useful in developing cultural knowledge, experience cultural similarities and differences, and cultivating the cultural awareness.

#### **4.4.1.1.2.2 Content of Courses**

It is worth remembering that “Attitudes” and “knowledge” are two main components of intercultural competence; therefore, to enhance that competence teachers can make change in terms of pupils’ attitudes and perceptions as well as their knowledge. This can be done by setting objectives and enriching the content of instruction in a way which changes the negative attitudes and enlarge the cultural knowledge.

The content of instruction is a crucial part of the learning process. To raise pupils’ cultural awareness, courses should be based on culture related topics; this input makes them acquire knowledge about how other people act and what their characteristics are. Enlarging the amount of culture teaching can be done through introducing games, activities, oral discussions and any effective classroom intervention. Oxford (1994) has used the term 'cultural texture' to describe the aspects related culture that need to be taught.

It is beneficial to choose the topics which encourage learners to become actively involved in experiences of discovering otherness and comparing. Such experiences are effective in promoting the development of intercultural competence regardless of the techniques used. What can be suggested is encouraging pupils to make comparisons between their native culture and that of the native speakers of the target language who are perceived to have different cultural backgrounds. Making them compare can be done by exposure to differences i.e. the discovery of what is familiar and what is unfamiliar drive them to compare. Comparison here is meant to be positive which means discovering differentiations and determining what is similar and what is dissimilar without seeing differences as negative. This positive comparison makes them understand that being different in some aspects and like in others does not mean inferiority and superiority.

#### **4.4.1.1.2.3 Materials to be used**

To develop the intercultural dimension of teaching, teachers need to use additional materials for the purpose of integrating cultural topics since visual aids enhance the motivation of pupils using authentic materials such films, television shows, photographs, magazines, newspapers and restaurant menus engage pupils in real life experiences. As an

example using the data show to display a video and giving them a detailed table to complete after listening to a dialogue or a story, then a discussion can be made to discover the cultural norms represented in the segments. Topics may include some behaviours which can be observed and discussed by pupils. This enables them to determine what is similar to their native culture and which is not.

Course developers have great responsibilities for introducing their learners to intercultural learning. More attention should be paid to the intercultural dimension by introducing activities which reinforce the pupils 'empathy and respect for otherness.

#### **4.4.1.1.2.4 Group Work**

For intercultural instruction, it is recommended to give learners any task which raises their degree of cultural awareness. This can be achieved by encouraging them to work in groups. Collaborative tasks ensure interaction and motivate learners by creating a secure environment in which they have equal chances to access and participate. In this respect, the topics explored in group work activities should be culture-based. What follows is an explanation of different activities which can be conducive<sup>17</sup> to the development of intercultural competence.

#### **4.4.1.1.2.5 Type of Activities**

Any activity which attempts to raise awareness and develop learners' skills of interpretation interpreting and relating as well as their knowledge and non-judgmental attitudes is encouraged by the researcher. In other words, learners need to be exposed to activities which are aimed at providing descriptions of the aspects of culture he English language. This can be supplemented by providing them with information about the behaviour of others or any phenomenon which is perceived to be different. This type of activities make them compare and discuss what concerns people of different backgrounds with different values, social norms and knowledge. Such activities address multiple topics about the culture associated with the target language; enhance positive analysis, critical thinking and non-judgmental attitudes.

##### **4.4.1.1.2.5 .1 Role Plays**

Learners need to discover what it is different and develop attitudes of openness and curiosity, as well as the willingness to know about others. Different types of activities can be used to develop their skills of interpretation and make them experience communication by

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<sup>17</sup> **Conducive:** make something conducive means making it easy or possible to happen

creating different cultural contexts, for example by asking learners to perform different roles and act differently from their usual norms and standards. It is beneficial to ask them to write essays or concluding paragraphs to summarize the story of the play which should be on a specific aspect about the British people for example. The teacher can read their essays to check their understanding; then after making an oral discussion with pupils, he provides them with a concluding paragraph which describes the fact. What is also recommended by the research is to introduce plays which are based on cultural differences. For example, suggesting a story about ways of addressing people in the target culture, such as people of intimate friends and older people; some pupils are asked to perform whereas the others observe the behaviours and try to identify the distinction.

Byram and Felming (1998) explain the negative impact of teaching the target language culture via role play. They argue that learners may form false stereotypes and generalizations, which, may be resulted in misunderstanding and cultural conflicts. However, if introduced carefully, this type of activities can be very effective for enlarging cultural knowledge and reflecting upon cultural differences.

#### **4.4.1.1.2.5 .2 Culture Test**

As stated earlier, being interculturally competent requires having knowledge about both cultures: the native and the foreign one. For that reason, it is recommended to expose learners to an input about both cultures. This encourages them to form comparisons and be aware of the similarities and differences. In this respect, Smith (1995) suggests an activity named “culture test” in which learners are asked to choose the suitable responses from a list of choices. He gives the following example:

Before entering a house:

- 1) You take off your shoes
- 2) You clap your hands to announce your arrival
- 3) You knock on the door and wait for your hosts to open it and invite you in.

Here learners are supposed to test their information and background knowledge regarding the appropriate behaviour. This engages them in discussions and comparison to discover that aspect.

#### **4.4.1.1.2.5.3 Creative Writing**

Other activities can develop intercultural competence by learning about the people of diverse cultural characteristics such as written expression tasks. The teacher can choose an

English speaking country and after exploring a specific aspect of culture about that country, he/she asks pupils to write essays about what they have discovered.

#### **4.4.1.1.2.5 .4 Reading Comprehension Activities**

Foreign culture acquisition can be achieved through giving learners materials to be read taking into consideration cultural data; for example presenting a text about the British people and then asking them to respond to a series of questions related to the text or encouraging them to have extra marks by accomplishing certain activities which can be done through reading culture-oriented materials. In that way they can easily grasp information since this strategy makes them directly exposed to a printed version which presents aspects or behaviours which concern the target language community.

#### **4.4.1.1.2.5 .5 Quizzes**

Quizzes can be so effective to test the cultural knowledge of pupils. As an example, teachers can propose true/false quizzes about the geographical features of Great Britain, or about the behaviours of the British people. After providing their answers, pupils listen to the teacher who is supposed to give them the right answers in addition to giving them extra information. This activity introduces the differences and similarities across cultures and raise among learners motivation and competition to find out the right answers.

#### **4.4.1.1.2.5.6 Ethnographic Tasks**

An effective way to learn about culture is to make them directly exposed to it by asking them to visit an English speaking community to find information by carrying out interviews with native speakers and which they can record or take notes. This type of tasks involving the community requires the intervention of not only the teacher; therefore, it is almost impossible in the Algerian educational context to implement those activities.

These are only few inspiring activities, the teacher is responsible of creating which provides opportunities for learners to develop attitudes of openness and the ability to understand one's own and other people's assumptions and characteristics.

#### **4.4.1.1.2.6 Literature**

Many short stories and poems can be read, discussed and then rewritten from the learners' own perspectives. This allows learners to gain knowledge about otherness by

creating willingness of questioning. The most important is to select the literary works which portray the daily life practices and different issues about the English speaking countries.

#### **4.4.1.1.2.7 Films and Videos**

Watching films or reading various types of texts can develop their potential of intercultural competence. With regard to films and videos, teachers may select films which address issues about the cultures of other nations namely the English speaking communities. Such method raises learners' knowledge of various perspectives and awakens their critical thinking.

Films and audio-visual segments offer students the opportunity to observe behaviors that are not abstract in reading material. The study of Herron et al (1999) illustrates that learners achieved good results after watching videos about the target culture in the classroom.

#### **4.4.1.1.2.8 Proverbs**

Proverbs are so important in reflecting the social norms and rules underlying the behaviours and the values of people who belong to a certain society; since they are used by native speakers in specific social contexts in the sense that each proverb can be used to reflect upon a specific action or impression. Discussing proverbs of the target culture can describe what is different from or similar to the cultural patterns of the native culture. For that purpose, teachers are encouraged to introduce some proverbs concerning those populations to be able to transfer the desired cultural knowledge to pupils.

#### **4.4.1.1.2.9 Notebooks**

For many learners, notes are so important to memorize what they have learned especially when it comes to learning foreign languages since they are exposed to different vocabulary items. The teacher can ask learners to use notebooks in which they write down any information they acquire about the cultures associated with the target language. This can be realized by encouraging each pupil to take notes and at the end of each month the teacher checks the notes, makes comments and introduces extra information.

#### **4.4.1.1.2.10 Research Papers**

Research is a way to collect interesting information about particular things. Learners' cultural knowledge can be enhanced though asking them to prepare research projects by

giving them a topic for investigation and grading their works in order to encourage them. Pupils can have the freedom to choose if they want to present their research work orally or to write a paper. This can make them active participants in the acquisition of cultural knowledge.

#### **4.4.1.1.2.11 Assessment**

Intercultural competence can be enhanced through different teaching procedures and establishing a set of contexts which serve for the same purpose. It is necessary to evaluate the effectiveness of those procedures by measuring the degree of pupils' cultural awareness after each intercultural programme; this helps in modifying the practices to reach the target objective. To do that, the researcher suggests assessing pupils' attitudes and cultural knowledge i.e. the teacher can ask pupils to perform tasks based on cultural topics to assess their knowledge of culture. Those tasks can be written expressions, or oral discussions.

The acquisition of intercultural competence is an ongoing process. Measuring the development of that competence can be done by using different tools. However, it is more effective to assess courses rather than individuals i.e. through evaluating the content of instruction; the teacher can make a diagnosis of the situation to know if the pupils start to be far away from ethnocentrism.

#### **4.4.1.2 Scholars' Viewpoints**

In order to communicate successfully with the speakers of another language, learners need to have knowledge of different aspects related to those speakers. This understanding of culture helps them make a link between the abstract sounds of the target language and the real people and concrete places (Chastain, 1971). Thus, EFL learning is supposed to be foreign culture learning.

#### **4.4.1.2.1 Teaching Cultural Elements as a Key to Develop I.C**

Exposing learners to a through content of culture cultivates their intercultural competence. This is the task of classroom instructors to create a relationship between culture and language teaching through introducing a rich content of courses. Many studies show the necessity of teaching culture in the process of learning foreign languages. However, it is not an easy task. Teachers need to be also equipped with knowledge of the similarities and differences between cultures to be able to present cultural information.

It is argued among scholars that the effective way to develop the intercultural competence of learners is gaining familiarity with the culture associated with the target language, but the question which arises is how to use different ways to incorporate culture? or How to introduce cultural topics within the educational context?"

According to Byrnes (2008), many language teachers face difficulties in incorporating cultural elements since there is no universally adapted plan that guides instructors. This Part of the study presents some practical techniques that have been suggested by scholars to incorporate culture into the programme of instruction.

#### **4.4.1.2.1.1 The Importance of Teaching Culture in EFL Classes**

The implementation of different methods of language teaching such as Audiolingualism, Grammar translation, the direct method, and the natural approach has neglected the integration of culture in teaching. These approaches have considered the language to be taught as a matter of vocabulary and grammar. In contrast, CLT in the late 1970s brought changes since it emphasized on teaching learners how to communicate through communication. Consequently, culture started to be regarded as an integral part of foreign language teaching, as it is shown in the writings of Byram (1994; 1997a; 1997b) and Kramsch (1993; 2001).

Brown (1994) uses the term “acculturation” to refer to the process of becoming adapted to a new culture. For Buttjes (1990), there are several reasons which make language and culture connected; one of them is the need to actively participate in social situations and this can be realized when having sociocultural knowledge.

Incorporating cultural studies into an EFL course is effective in achieving the objectives of intercultural instruction. According to Hammerly (1982), teaching culture when teaching the target language attracts the interest of learners and motivates them.

#### **4.4.1.2.1.2 How to Incorporate Culture in EFL Classes**

Most scholars have discussed the issue of what should be taught in the classroom with reference to culture. Brooks (1983) suggests that the cultural content should be patterns of living, the social aspect which defines people’s beliefs, what they eat; how they behave; which expressions they use to show something, their values, etc. However, some scholars see



that the topics related to facts of history or describing geographical locations are not interesting to discuss since they do not describe what life is really like in the other culture.

Bodley (1994:22) describes culture simply as “what people think, make, and do.” Hence transmitting cultural knowledge to learners entails making them know about the behaviours reflecting cultures, beliefs and values and practices. Classroom courses based on these topics can foster the so-called “sphere of interculturality.” that encourages learners to think about their own culture and foreign cultures. Cohen et al. (2003) suggest a cultural content which describes the beliefs, values, customs and communication styles of others, whereas the “Standards for Foreign Language Learning” (1999) suggests the philosophical perspectives, the behavioural practices, and the products i.e. what is known as the 3P model of culture:

- Perspectives: the beliefs and attitudes of others
- Practices: what other people do (customs, traditions, etc)
- Products: the things members of a group produce or create like music, arts, literature

Byram (1997) believes that being interculturally competent requires having a deep understanding of the native culture. This allows to make connections across cultures. The mastery of the linguistic forms of the language is not enough. (Krasner 1999). Students cannot be considered as competent in the target language until they understand the cultural contexts. It is beneficial to remind learners that even within the same ethnic group there is a wide range of individual differences. To incorporate culture into the EFL classroom, activities and objectives should be clearly defined in the lesson plans. It is widely recommended.

#### **4.4.1.2.1.3 Approaches to Teaching Culture**

To make pupils recognize that being different is something normal and should not be treated in a negative way, language learning should be embedded with culture. Realizing this relies primarily on any educational content that examines the social and behavioural characteristics of native speakers by engaging learners in activities that introduce cultural elements into the classroom. For many scholars, culture is considered as an integral part of foreign language teaching. Sysoyev (2001a) has mentioned that many approaches can be followed to introduce the foreign culture in teaching: cultural Literacy, ethnographic approach and sociocultural approach, whereas Crozet et al (1999) identify four approaches to teaching culture when teaching language:

#### **4.4.1.2.1.3.1 High Culture**

This model encourages teaching language through literature since much of the cultural knowledge can be obtained from literary texts which reflect the social life and features of a given community. Literature is the access to the world of wisdom created by authors for the purpose of portraying the actions and thoughts of defined characters which belong to a specific social group. Reading literary works provides an opportunity to discover what is unknown and what concerns other people.

#### **4.4.1.2.1.3.2 Area Studies**

Area studies are interdisciplinary fields which are aimed at making research about particular areas, the studies involve history, political science, sociology, cultural studies, languages, geography, literature, and other related disciplines. Area studies became common in the United States and in Western scholarship after World War II. Before the war, research was conducted about the non-Western world with no interest in knowing about foreign area. But after the WWII, some foundations mainly the Ford Foundation, the Rockefeller Foundation, and the Carnegie Corporation of New York organized a series of meetings suggesting large programme to address different branches. Being interested in developing cultural and historical knowledge of various parts of the world came from the belief that knowing about otherness is a way to be secure and to be prepared for any threat. This approach encourages culture teaching since it encompasses different discipline which can enhance learners' knowledge about others.

#### **4.4.1.2.1.3.3 Culture as Societal Norms**

This approach became common and strong in the 1980s . It relates cultural understanding with knowing about what other people do, how they perceive things and how they act in different social contexts. This view was criticized by Liddicoat (2002b) who believes that it presents cultures as stagnant and this leads to stereotyping since the possibility for contact between learners and the native speakers of the target language is limited.

#### **4.4.1.2.1.3.4 Culture as Practice**

This view considers culture as a collection of practices and experiences of individuals. Geertz(1973). In such approach, the objective is to develop an intercultural vision. In fact, there is no ideal approach to culture teaching, but the teacher is the one who can know about

the dynamics of learning; on that basis, he/she can then create a personal approach by incorporating a range of different practices and classroom actions.

#### **4.4.1.2.2 Literature**

One of the most current and effective ways to know about other cultures is literature since it connects readers with language and also the cultural aspects. Reading literary works develops pupils' critical interpretations and understanding of different social aspects. For that reason, it is so essential to encourage teachers to introduce literary works to classes. Carter (1995) reinforces the view of teaching culture through literature by saying that that the surest bridge to understand other cultures is literature

#### **4.4.1.2.3 Ethnographic Approaches**

Among the people who have suggested ethnography<sup>18</sup> Byram, and some others: sociolinguists, culture educationalists and anthropologists: Celia Roberts, Ana Barro, Shirley Jordan and Brian Street (2011). Those scholars wrote a book in which they have developed a project for university students. The project is aimed at helping university foreign language students develop their intercultural competence by collecting information by themselves about the life of the countries where the target language is used as a native language. Collecting data can be done through observations and interviews then writing reflective report about what they have observed to be presented to the university. These tasks are effective since they allow learners to use the language in its real social context and at the same time develop their cultural knowledge.

Moran (2001) describes four types of culture learning: know about / know how / know why / know oneself. He explains that the approach to teach culture should expose learners to what makes them understand that all language behaviours (verbal and non-verbal) are the product of cultural identities. Knowing about those identities, knowing how they behave, and why they act differently is what makes one recognize that differences among cultures should not be treated as inferiority. According to Kramsch (1993), culture and language learning are interrelated in the sense that language is used to provide cultural knowledge; for that reason, the critical understanding of culture can be developed through comparing cultural behaviours.

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<sup>18</sup> **Ethnography:** the scientific description of different races and cultures

Numerous techniques can be used to enhance interculturality and develop sensitivity such as reading literary works, films, simulation, games, culture assimilators and culture capsules (Chastain:1988).

#### **4.4.1.2.4 Culture Capsules**

The concept was developed by Taylor & Sorenson (1961).A culture capsule is a brief description of an aspect of the target language culture in addition to comparing and determining what contrasts those aspects with reference to the native culture. Pointing out the contrasts can be done orally with the help of the teacher who presents a brief introduction about the selected cultural element. Culture capsules are one of the effective methods for teaching culture.

#### **4.4.1.2.5 Culture Clusters**

As mentioned before, being interested in the intercultural instruction requires suggesting different techniques which increase the cultural sensitivity to discover other cultures. One of these techniques is the culture clusters which are suggested by Meade & Morain (1973). A culture cluster is a group of culture capsules about specific topics related to the native speakers of the target language. This method is beneficial since it gives learners knowledge about different cultural aspects.

#### **4.4.1.2.6 Culture Assimilators**

This technique of teaching culture was developed by Fiedler et al (1971). The culture assimilator consists of brief descriptions of a situation which encourages interaction between speakers from the target culture and others from the native culture. The description is followed by discussing the meaning of what occurs in the interaction by choosing which the appropriate interpretation.

#### **4.4.1.2.7 Suggested Topics**

To relate language to culture, teachers are supposed to devote parts of their classes to cultural studies. The content may be a topic that describes the target culture from many dimensions. Brooks (1960) suggests a list of topics and questions which can enrich the cultural content being taught such as:

Greeting: How do friends meet? How to introduce strangers?

Levels of speech: In what ways are age, social class, interpersonal relations, and personality reflected in speech?

Forms of politeness: What are the common forms of politeness and when should they be used?

Verbal taboos: What expressions are not tolerated in other cultures?

Discipline: What are the general rules of discipline in public places?

Festivals: What days of the year are considered as official festival?

Holidays: What are the work days?

Games: What are the most popular games?

Pets: What animals are considered to be pets?

Appointments: How are appointments made?

Invitation: What are the rules of dating and inviting people?

Meals: What meals are served?

Myths: What myths are found among people?

Telephone: What expressions are conventional while using the telephone?

Cleanliness: What are the standards of public hygiene?

Tobacco: Who smokes, what and under what circumstances?

Penmanship: What styles of handwriting are taught and used?

Letter writing and mailing: What are the conventions of writing and enveloping letters?

#### 4.4.1.2.8 Assessing

Several techniques can be used to measure both ethnocentrism and intercultural sensitivity. There are certain scales which are already prepared by other researches (see the review of literature). Those theoretical recommendations are not sufficient if teachers themselves are unaware of the socio-cultural norms of the target culture, i.e. they should be familiar with the culture he teaches to be able to describe it for pupils. According to Rivers (1981:339): *[Teachers] will need to acquire specialized knowledge of how cultures are organized, their value systems, their institutions, their interpersonal relationships and their adoption to their commend.*

#### 4.5 Concluding Ideas

It is obvious that the linguistic competence alone is not enough to master a given language. Therefore, it is also important to acquire knowledge of the ways people express gratitude, make requests, and behave. Thus, for successful communication, language must be associated with other cultural components. Samovar et al (1981:24) emphasize:

*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<sup>19</sup> under which various messages may or may not be sent, noticed, or interpreted... Culture...is the foundation of communication.*

Despite the fact that integrating culture in teaching is effective in enhancing intercultural sensitivity and therefore reducing the attitudes of ethnocentrism, several areas need to be investigated by the language teacher such as determining what cultural components should be taught, what methods should be used, ? What aspects of their culture teaching do pupils need to improve? Which aspects are difficult? What resources are effective? In the same line of thought, Morgan (1993) has motioned that the know-how is more important i.e. to know about the practices of how to teach culture.

What type of culture should be taught in the EFL classroom? It is evident that what learners need to know is about the patterns of behavior of a group of people who speak English as a native language. As stated by Tomalin et al (1993:6), the cultural content should be based on “*Culturally influenced beliefs and perceptions, especially as expressed through*

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<sup>19</sup> **Circumstances** : the conditions and facts that are connected with and affect a specific situation

*language, but also through cultural behaviors*". Similarly, Brooks (1983:210) suggests that the cultural elements to be taught in the classroom are what reflect

*"The individual's role in the unending kaleidoscope of life situations of every kind and the rules and models for attitude and conduct in them. By reference to these models, every human being, from infancy onward, justifies the world to himself as best he can, associates with those around him, and relates to the social order to which he is attached"*

Structuralism, Direct Method, Audiolingualism, Total Physical Response, and other approaches in the beginning of 1970s regard language learning as a matter of structures and vocabulary; thus, they neglected culture teaching whereas the initiation of Communicative Language Teaching in the late 1970s concentrated on developing communication through using authentic materials and promoting real life contexts; this made it possible to incorporate cultural elements. In the 1990s, introducing culture to the syllabus has been supported by many researches: Stern's (1992). Byram (1994; 1997a; 1997b) and Kramsch (1993; 2001).

The following statements summarize the role of the teacher in relation to the issue discussed in the study by determining which objectives can be set and which topics can be introduced to reduce the problem.

Teaching objectives	Cultural studies topics
<ul style="list-style-type: none"> <li>❖ To provide pupils with data about the target culture</li> <li>❖ To implement activities that encourage discovering otherness.</li> <li>❖ To use the assessment tools that measure the pupils' intercultural competence</li> <li>❖ To encourage classroom interaction and discussion about cultural topics</li> <li>❖ To make pupils understand the behavioural patterns of the target culture</li> <li>❖ To make them believe that social variables affect the way people speak and behave</li> <li>❖ To make them acquire curiosity to know about the target culture</li> <li>❖ To make them have empathy toward other people.</li> <li>❖ To use different visual aids to illustrate the aspects of the foreign culture</li> <li>❖ To use role-play situations to describe places, events or any issue which concerns the target culture</li> <li>❖ To bring pictures and posters illustrating particular places</li> <li>❖ To ask to compare between culture</li> <li>❖ To improve the design of foreign language curricula to include cultural topics</li> <li>❖ To make research about the intercultural instruction</li> </ul>	<ul style="list-style-type: none"> <li>✚ Clothing</li> <li>✚ Eating</li> <li>✚ Education</li> <li>✚ Daily life</li> <li>✚ Geography</li> <li>✚ History</li> <li>✚ Holidays</li> <li>✚ Leisure activities</li> <li>✚ Religion</li> <li>✚ Social occasions</li> <li>✚ Non verbal Communication</li> <li>✚ Music</li> <li>✚ Customs and traditions</li> <li>✚ Dance</li> <li>✚ Literature</li> <li>✚ Conversational patterns</li> </ul>

**Table4.3** The Teacher's Role (Setting objectives and choosing topics)

These recommendations remain only theoretical if teachers do not intervene with actions and practices since they are the decision makers; they should be aware of the requirements of the situation, accept change by adopting new attitudes toward the fields they



are teaching. Despite the existence of limitations, this study can be considered as a reference that ensures better understanding of the problematic and a platform which makes researchers ready for reforms for the benefit of language learners, and encourages them to develop what is labeled “intercultural instruction”.

#### **4.6 Limitations**

As far as this study is concerned, the researcher has identified some limitations which may have some impacts on data collection. First, the classroom observation is an unwelcome idea for the majority of teachers who show hesitation and anxiety to take part in any study. Concerning questionnaires, there is the risk that the answers do not reveal reality since some people are not honest in their response. Difficulties are also encountered while trying to conduct the interview. In addition to the lack of time, the conclusions cannot be generalized since they are limited to a specific group of pupils in a specific context. Despite the limitations which are part of any research, this work provides valuable information which can be beneficial for practitioners either being novice or experienced. Teachers need first to accept change as a way to achieve success. The readiness to use new techniques of teaching is the key for gradual progress.

This detailed study has come up with a number of conclusions concerning the situation discussed in this process of research. The following table can be an illustration which summarizes the content of the parts of each chapter.

Chapters	Description
Chapter one	<p>Part 1: defines language as a means of meaning expression, describes the historical evolution of English, and how it is taught as a foreign language.</p> <p>Part2: serves as an introduction to the research by determining the problematic, the research questions, the suggested hypotheses, etc.</p> <p>Part3: devoted to the research methodology; mentions the population of the case study, and the research tools that are used to collect data.</p>
Chapter two	<p>Part1: defines the concept of ethnocentrism in general then in relation to education.</p> <p>Part2: concerned with defining the concept of intercultural competence in language learning and determining the role of that intercultural dimension in reducing ethnocentric attitudes.</p>
Chapter three	<p>Part1: systematic data analysis of the quantitative data ( data collected through the questionnaires)</p> <p>Part2: analysis of the qualitative data (the interview and the classroom observation).</p>
Chapter four	<p>Part1: provides summaries of the findings</p> <p>Part2: presents suggestions for the purpose of overcoming the obstacle discussed in the study by presenting the researcher's personal suggestions in addition to the scholars' views and recommendations.</p>

**Table 4.4** Description of the Parts of the Four Chapters

Including the intercultural dimension in language teaching is an effective way to reduce stereotypes and negative definitions conceptualized by learners concerning the foreign culture, which is that of the native speakers of the language that those learners are learning. To reduce those attitudes of ethnocentrism, it is widely recommended to enhance the intercultural competence by introducing cultural instruction, selecting the appropriate activities, designing precise objectives, using authentic materials, proverbs, helping learners to role play scenes which demonstrate cultural aspects, ethnographic studies and making them eager to read novels and watch films.

## **4.7 Conclusion**

Developing interculturally competent learners is a key factor in facilitating language learning. Introducing the dimension of culture in EFL teaching is a way to provide an understanding of otherness. Numerous techniques have been suggested, but the most important is what methods work best, with whom, and how? In other words, course developers need to be aware of several issues such as the methods to be implemented, the materials to be used and the assessment techniques; thus, they need to investigate and further develop their beliefs and classroom practices.

# General conclusion

Research is effective in the sense that it makes instructors see whether their interventions brought about the desired objectives of improving the process of learning as well as of teaching. This constructs a basis for adapting and changing practices for improvements. Conducting research is beneficial since it enables readers to consult the work and use it later as a reference needed to develop other studies. Many research papers have been developed about EFL teaching in order to improve the academic achievements of learners. As far as this dissertation is concerned; the process of research allows the investigator to come up with a number of conclusions in relation to the scope of inquiry.

The advancements in science and technology have reduced the distance between people from different cultures. As a result of this development, the goal of EFL instruction shifts from focusing only on grammar and vocabulary of the target language to the socio-cultural elements. One way to achieve this goal is intercultural teaching. This study presents an analysis of the level of pupils' ethnocentrism in the English language classroom and measures the degree of their intercultural competence. Thus, it increases the need to adapt teaching methods and materials to raise cultural awareness and tolerance. The findings reveal that those pupils are generally ethnocentric towards the cultures linked to the target language. Consequently, they are not culturally aware enough that differences and contrasts between cultures are normal and should not be treated as something threatening. This is due to the teacher's classroom beliefs which do not encourage introducing the intercultural competence to the instruction i.e. she seems to be unaware of the role of that competence in reducing pupils' ethnocentric and stereotypical attitudes. Based on the research carried out at the previously mentioned secondary school, the respondents' answers indicate that the practices for the development of intercultural competence in the English language classroom are not sufficient.

As mentioned earlier, foreign language teachers and researchers should take into consideration the implementation of the cultural elements as one part of the language components. It is also essential to value learners' appreciations, perceptions, ideas and

attitudes towards otherness in order to develop their cultural awareness. Therefore, the current study is designed for those and other purposes.

What is generally concluded is that the English language teaching process needs to purposefully be aimed at developing the dimensions of learners' intercultural competence as a strategy to cope with their ethnocentric beliefs and behaviours. Learners cannot get rid of stereotyping unless they will be initiated to knowledge of the unfamiliar aspects. For that purpose, the researcher chooses that topic i.e. she has as primary objectives to determine ways to introduce ethnocentric attitudes to any dimension which helps them proceed to a better understanding of otherness in order to reformulate their view points and negative judgments.

Teachers in the classroom milieu should be aware of their functions of creating the appropriate possible conditions to foster learning and introducing any instructional intervention which can improve the education situation; on the other hand, future teachers and all those who are conducting their research about specific teaching or learning problems are also responsible of seeking the truth so that they can find solutions to any problem which occurs in the learning process. No progress can be achieved without setting objectives which can be determined through analyzing learners' needs and level of proficiency and seeking to know their difficulties. Instructional interventions therefore includes planning and then actualization in the classroom; in addition to evaluation and assessment which play a crucial role in making a diagnosis to get general information and full descriptions of the classroom environment and learners' educational performances.

Knowing about the importance of incorporating culture into the context of instruction is a process of vital importance; but the question is how can the transition be made from theoretical to practical? To achieve that goal, objectives should be carefully designed to enrich the content that presents culture in the classroom. It is worth remembering that this study is an attempt to highlight the most major issues faced by ethnocentric pupils and those who are not competent in terms of interculturality; hence, it combines both qualitative and quantitative methods using triangulation to reach the objectives of the research. After accomplishing this work, the researcher has come up with a set of suggestions which are mentioned in the chapters. What can be concluded is that the teacher is the one who can suggest techniques and inspires himself/herself with the desire to make change and improve the teaching as well as the learning situation.

This work can be a valuable resource of information for many people who are specialized and interested in the field of T.E.F.L since it provides detailed situational interpretations, in addition to effective strategies and implementations regarding the phenomenon proposed as a problematic.

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## *Appendix 1: Pupils' Questionnaire*

### *Pupils' Attitudes, Familiarity with and Exposure to the Target Culture*

I am conducting a research in Teaching English as a Foreign Language. Your responses will be helpful for me to fulfill my study.

In this questionnaire, there are no right or wrong answers, your answers will be combined with others to be represented in percentage and averages so they will be used only for research and remain confidential.

Read each question and answer as honestly as you can.

#### **I) General Information about Respondents**

1. How old are you?

.....

2. What is your gender?

Male

Female

3. Do you extensively read in a language?

Yes

No

If yes, in which language, and why?

.....

4. Why did you choose foreign languages stream?

e) Because you were not excellent in the scientific matters

f) It was the choice of your parents

g) Because there is a necessity nowadays to learn languages.

h) Because you like languages

If your response is C, explain the reasons

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

5. Which foreign language do you like?

- French
- English
- German
- Spanish

6. Do you prefer your native or the foreign language that you choose in the previous question?

- Native
- Foreign

7. How are your marks in English?

- Excellent
- Average
- Bad

8. What do you do in your free time?

.....  
.....

## II ) Pupils' Familiarity with Culture

9. What does the word culture mean for you?

.....  
.....

10. Did you visit a foreign country?

- Yes
- No

If no, do you wish to visit?

Yes

No

11. Do you know something about the British culture and civilization?

Yes

No

If yes, mention it

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

12. Do you know something about the American people?

Yes

No

If yes, what is it?

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

13. Which aspect of the British society are you most familiar with?

History

Geography

Politics

Literature

Ethnicity

Daily life practices

Values and beliefs

14. Would you spend more time in an activity if it is about the culture of the British or the American people?

Yes

No



### III) Pupils' Exposure to Culture in and Outside the Classroom

15. Do you make oral discussion sessions about culture with the help of your teacher?

Yes

No

16. Do you make activities about culture in the classroom?

Yes

No

17. If your answer to the previous question was yes, then are those activities from the textbook or not?

Yes

No

18. Does your teacher give you home work activities about culture?

Yes

No

19. Does your teacher ask you to prepare research projects?

Yes

No

If yes, then what are the titles of the projects that you prepared?

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

20. What were the topics of reading comprehension texts of your tests?

.....  
.....

21. What were the topics of reading comprehensions texts of your exams?

.....  
.....

22. What were the topics of written expressions of tests?

.....  
.....

23. What were the topics of written expressions of exams?

.....  
.....

24. Do you have a library in your school?

Yes  
 No

25. How many times per week do you go to the library?

.....

26. Give titles of books that you read from the school library

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

27. Do you watch documentaries about the British or the American way of life?

Yes  
 No

28. Do you have a collection of books at home?

Yes  
 No

29. If your answer to the previous question is yes, then give some titles

.....  
.....

#### IV) Pupils' Attitudes

30. How do you evaluate the British people?

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

31. How do you evaluate the American people?

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

32. How do you describe your country's cultural identity?

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

33. Which culture do you see as superior?

- Native
- French
- British
- American

29. In case you believe that your culture is superior comparing to others, say in which aspect

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

30. Mention the things that you do not like in the English speaking countries' cultures; and say why

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

31. In case you believe that cultures and civilizations of those countries are inferior, do you refuse to learn their language just because you do not like them?

Yes

No

## V) Pupils' Cultural Awareness

32. Do people from other cultures seem to be strange for you?

Yes

No

33. Do you have friends from foreign countries?

Yes

No

If no, do you wish to have?

Yes

No

34. If you have the chance to meet people from foreign countries, will you refuse to interact with them?

Yes

No

35. Do you respect people from other cultural and ethnic groups?

Yes

No

36. Are you interested in acquiring information about other cultures?

Yes

No

37. Do you see similarities and differences between cultures as normal?

Yes

No

38. What are the differences between the Arab, the British, and American civilization?

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

39. What about the similarities?

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

***Thank you for your help***

*Appendix 2: Teacher's Questionnaire*

*Teacher's Cultural Knowledge and Perceptions*

**I) Introductory Information**

1. How long have you been teaching?

.....

2. What are your qualifications?

.....

.....

.....

3. Did you plan to become a teacher of English?

Yes

No

4. If your answer to the previous question was no, what did you wish to be?

.....

.....

5. Do you like foreign languages?

Yes

No

6. Teaching foreign languages stream was your choice or that of the administration?

.....

7. You said in question 2 that you have a magister degree in French, so do you prefer being a teacher of French instead of teaching English?

Yes

No

8. Do you have any future plan to become a teacher of French?

Yes

No

9. Do you read sometimes in a foreign language?

- Yes
- No

If yes, in which language you prefer to read?

- French
- English
- Others

## II) Teacher's Cultural Knowledge

10. Define the concept of culture?

.....  
.....

11. Which aspect of culture or civilization (that of the British people) are you familiar with?

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

12. Which aspect of culture or civilization (that of the British people) are you not familiar with?

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

13. Which aspect of culture or civilization (that of the USA) are you familiar with?

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

14. Which aspect of culture or civilization (that of the USA) are you not familiar with?

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

15. Describe the British people in two or three sentences

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

16. Describe the American people in two or three sentence

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

17. How do you describe your native culture?

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

### III) Teacher's Perceptions of the Target Language Culture

18. Do you think that the Algerians or in a wider sense the Arabs' cultural heritage is superior in comparison to the culture of the English speaking countries?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

19. Did you visit a foreign country?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

If yes, mention it

.....

If no, mention the country that you want to visit

.....

20. Do you respect the values and traditions of foreign people?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No



21. Do you like to have friends from foreign countries

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

If yes, say from which countries?

.....

22. If we do not like the traditions or values of certain people, do you think that we should refuse to learn their language?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

23. Do you read books about Britain?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

If yes, mention a title

.....  
.....

24. If the ministry of education organizes a programme for teachers to develop their knowledge about the culture of Britain for example, and teachers will be free to join or not, will you join the programme?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

*Thank you for responding to the*

*questions*

**Appendix 3: Teacher's Interview**

**Teacher's Beliefs and Practices Regarding Intercultural Language Teaching**

Madam,  
I am presently conducting a research to try to shed light on the negative ethnocentric attitudes of learners of English as a Foreign Language, and on the intercultural instruction as a way to cope with that learning obstacle.  
I would be very grateful if you could answer these questions. Your responses will be used for research only and will remain confidential.  
*Thank you in advance for your cooperation*

**Part I: Teacher's Aims and Objectives**

1. What are your aims before planning a lesson?

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

2. As a teacher what are your objectives (from that list)? Put numbers in the boxes from 1 to 11 to order them by priority

- Enhancing their level of Grammar
- Making them use the language appropriately
- Developing their knowledge of culture
- Making them like the native language
- Enriching their vocabulary
- Providing them with a native-like speaking skill
- Improving their writing abilities
- Improving their reading comprehension

Making them familiar with the aspects of culture and civilization of the target language communities

Enabling them achieve their educational tasks

Helping them succeed in their baccalaureate exam

## Part II: Teacher's Beliefs

3. Do you think that pupils' negative attitudes towards the culture and the people of the English speaking countries may affect their language learning?

Yes

No

4. For you, to reduce those attitudes, teachers should :

Organize oral discussions with pupils concerning that problem

Introduce activities about the culture of the target language

Neglect the aspects of culture in the classroom

Other suggestions

If you choose other suggestions, list them

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

5. Are your pupils familiar with the culture of Britain or with that of the USA?

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

6. How can you describe your classroom environment?

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

.....  
.....

7. Do you believe that your pupils have knowledge about the English speaking countries' cultures?

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

8. Your pupils are interested to a certain extent in acquiring information about

- The British culture
- The American culture
- None of them

9. How do you describe the syllabus programme?

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

10. Which aspects of pupils' needs do you think that the syllabus programme fit?

- Vocabulary
- Grammar
- Cultural knowledge

11. Define intercultural competence

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

12. What are your opinions regarding intercultural instruction?

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

13. Do you think that intercultural instruction can reduce pupils' stereotypes on the culture of the target language?

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

14. For you, what is the ideal situation to reduce those stereotypes?

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

15. Bryam defined intercultural competence in terms of 5 components: Which component of the following do you consider as the most important one?

- Attitudes
- Knowledge
- Skills of interpreting and relating
- Skills of discovery and interaction
- Critical cultural awareness

### Part III: Teacher's Practices

16. How do you distribute the time of your course?

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

17. Do you believe that teachers should devote time to culture teaching?

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

18. What are the types of activities you introduce to your pupils?

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

19. What activities do you consider to be the most important?

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

20. How do you assess your pupils' knowledge of cultural similarities and differences between the native and the culture of the target language?

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

21. How do you deal with pupils' stereotypes and negative judgments towards the culture of the target language?

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

22. Concerning the texts of reading comprehension tests, do you extract texts from the textbook or you introduce other texts?

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

23. What about the texts of the exams?

.....  
.....

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

24. When preparing home works for your pupils, on which aspect do you concentrate?

- Grammar
- Vocabulary
- Culture
- Written expression

Say why

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

*Thank you for responding to the questions*

**Appendix 4 : Administrative Paper ( Permission to Visit the School in 2013)**

الجمهورية الجزائرية الديمقراطية الشعبية  
وزارة التربية الوطنية

مديرية التربية لولاية سيدي بلعباس

سيدي بلعباس في : 09 / 04 / 2013

مصلحة التكوين و التفتيش

مكتب التكوين

مدير التربية

إلى

السيد مدير ثانوية النجاح

الرقم: 124 / 1.7 / 2013

الموضوع: التربص التربوي لطلبة الجامعة.

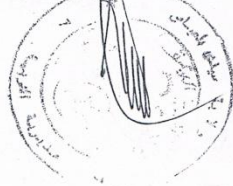
المرجع : مراسلة مدير جامعة سيدي بلعباس تحت رقم / بتاريخ 20/01/2013 .

يشرفني أن أنهي إلى علمكم، أنني أرخص للطالبة "عماري سامية" تخصص  
لغة إنجليزية ، لمتابعة التربص التطبيقي بمؤسستكم قصد تحضير شهادة التخرج ، وذلك ابتداء من  
يوم 2013/04/09 إلى يوم 2013/05/30 .

- نسخة موجهة إلى السيد مدير جامعة سيدي بلعباس .

مدير التربية  
رئيس مصلحة التكوين و التفتيش

سعيد





**Appendix 5: Administrative Paper (Permission to Visit the School in 2014)**

الجمهورية الجزائرية الديمقراطية الشعبية  
وزارة التربية الوطنية

مديرية التربية لولاية سيدي بلعباس

مصلحة التكوين و التفتيش

مكتب التكوين

الرقم: 2014 / 1.7 / 130

سيدي بلعباس في : 18 / 03 / 2014

مدير التربية

إلى

السيد مدير ثانوية النجاح

الموضوع: ترخيص.

المرجع : مراسلة مدير جامعة جيلالي اليابس سيدي بلعباس تحت رقم / بتاريخ.

يشرفني أن أنهي إلى علمكم ، أنني أرخص للطالب:

"عماري سامية"

تخصص لغة إنجليزية ، للقيام بزيارة ميدانية بمؤسستكم قصد تحضير شهادة التخرج ماجستير ذلك ابتداء من يوم 2014 / 04 / 07 إلى 2014 / 05 / 29 .

مدير التربية  
رئيس مصلحة التكوين و التفتيش  
م.سعيد

## ***Appendix 6: GENE (Generalized Ethnocentrism) Scale***

This is the Revised Ethnocentrism Scale. Of the 22 items, 15 are scored. The other seven are included to balance the number of positively and negatively worded items. You can expect an alpha reliability estimate in the range of .80 and .90 in most cases. For validity information on this scale see: Neuliep, J. W. (2002). Assessing the Reliability and Validity of the Generalized Ethnocentrism Scale, *Journal of Intercultural Communication Research*, 31, 201-215.

Below are items that relate to the cultures of different parts of the world. Work quickly and record your first reaction to each item. There are no right or wrong answers. Please indicate the degree to which you agree or disagree with each item using the following five-point scale:

Strongly Disagree = 1; Disagree = 2; Neutral = 3; Agree = 4; Strongly Agree = 5;

- \_\_\_\_\_ 1. Most other cultures are backward compared to my culture.
- \_\_\_\_\_ 2. My culture should be the role model for other cultures.
- \_\_\_\_\_ 3. People from other cultures act strange when they come to my culture.
- \_\_\_\_\_ 4. Lifestyles in other cultures are just as valid as those in my culture.
- \_\_\_\_\_ 5. Other cultures should try to be more like my culture.
- \_\_\_\_\_ 6. I am not interested in the values and customs of other cultures.
- \_\_\_\_\_ 7. People in my culture could learn a lot from people in other cultures.
- \_\_\_\_\_ 8. Most people from other cultures just don't know what's good for them.
- \_\_\_\_\_ 9. I respect the values and customs of other cultures.
- \_\_\_\_\_ 10. Other cultures are smart to look up to our culture.
- \_\_\_\_\_ 11. Most people would be happier if they lived like people in my culture.
- \_\_\_\_\_ 12. I have many friends from different cultures.
- \_\_\_\_\_ 13. People in my culture have just about the best lifestyles of anywhere.
- \_\_\_\_\_ 14. Lifestyles in other cultures are not as valid as those in my culture.
- \_\_\_\_\_ 15. I am very interested in the values and customs of other cultures.
- \_\_\_\_\_ 16. I apply my values when judging people who are different.
- \_\_\_\_\_ 17. I see people who are similar to me as virtuous.

\_\_\_\_\_18. I do not cooperate with people who are different.

\_\_\_\_\_19. Most people in my culture just don't know what is good for them.

\_\_\_\_\_20. I do not trust people who are different.

\_\_\_\_\_21. I dislike interacting with people from different cultures.

\_\_\_\_\_22. I have little respect for the values and customs of other cultures.

Recode questions 4, 7, & 9 with the following format:

1=5

2=4

3=3

4=2

5=1

Drop questions 3, 6, 12, 15, 16, 17, 19

After you have recoded the previous questions, add all of the responses to the remaining 15 items together to get your composite ethnocentrism score.

Neuliep, J. W & McCroskey, J,C (1997).The development of a U. S. and generalized ethnocentrism scale. *Communication Research Reports, 14*, 385-398.

## Appendix 7: What Shows that I Am Interculturally Competent?



# Recognising intercultural competence

What shows that I am interculturally competent?

May 2012

The Pestalozzi Programme  
European Wergeland Centre  
Intercultural Cities Programme

### For further reading

Council of Europe (2008), White paper on intercultural dialogue: "living together as equals in dignity"  
UNESCO (2007), *UNESCO Guidelines on intercultural education*, Paris.  
European Commission (2007) on a *European agenda for culture in a globalizing world* (Communication from the commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions)



## What shows that I am interculturally competent?

Being interculturally competent has widely been recognised for decades as essential for peaceful coexistence in a diverse world. Numerous recent policy papers and recommendations of international organisations, such as *The White Paper on Intercultural Dialogue* (Council of Europe, 2008) have also expressed this need very clearly. Intercultural competence is a key competence that every individual should work on for the development and maintenance of sustainable democratic societies. The present tool wishes to support you on the way to a fuller understanding of yourself in the context of diversity.

In what follows, the main components which make up intercultural competence - attitudes, skills and knowledge - are described in the form of I-statements describing observable behaviour that can be associated with specific aspects of the components. Naturally, the components are interconnected since the knowledge we have about the world and about human interaction as well as our attitudes towards these can only be made visible and observable through our behaviour. Moreover, skills development and knowledge acquisition can only increase intercultural competence if we have the right attitudes and use the knowledge and skills we have acquired accordingly. It is precisely for this reason, because of the importance of attitudes, that these sub-components outnumber those of the skills and the knowledge described in our list of indicators.

The present tool was developed by a group of 30 teachers, school heads and experts from all over Europe in a three-day Think Tank, drawing on the shared expertise of the participants and on the recent results of research and project work within the Council of Europe and other international organisations. The work was co-organized by the Pestalozzi Programme and the Intercultural Cities project of the Council of Europe and the European Wergeland Centre. The tool was then tested by 50 teachers and school heads in 14 countries and it was then finalized taking into account the rich feedback received during the testing period.

What shows that you are interculturally competent? The tool is intended to help you look at yourself, at your intercultural competence, and recognise your strong points as well as areas which need further development. When you have a quiet 20 or 30 minutes, sit back and reflect on the list of I-statements describing observable behaviour. Think of yourself in the context of the people surrounding you, people who are close or not close at all, people from different socio-cultural, regional, socio-economic or linguistic backgrounds. Think of intercultural encounters you have had or of any situation involving others. Try to recall how you felt, what you knew and what you did, and mark the appropriate box next to each statement. You can use the tool on your own or you can try it out together with colleagues or peers in a team. When you have finished, it is probably time to reflect about the steps you can take to help your development. You can come back to the tool at any time and go through it, or through parts of it, again to find out what has changed.

Finally, if your time allows, we invite you to share with us what you think about the usefulness of the tool itself by filling in an online questionnaire <http://www.surveymonkey.com/s/ficcopen>

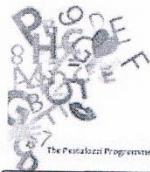


### Attitudes

<b>1 Respect</b>			
<i>I show respect to the other person as an equal human being.</i>			
<i>I give space to others to express themselves and I listen and react to their arguments.</i>			
<i>I suspend judgement based on first impressions.</i>			
<b>2 Tolerance of ambiguity</b>			
<i>I am willing to put my values and norms aside temporarily.</i>			
<i>I show patience when confronted with what is unknown or unfamiliar.</i>			
<i>I interact positively without certainty of what the other thinks and feels.</i>			
<i>I show awareness of the fact that my way of thinking and acting is influenced by a set of values and norms.</i>			
<b>3 Open mindedness and curiosity</b>			
<i>I show a friendly interest in people and things I encounter (adapted from Bertrand Russell).</i>			
<i>I use arising opportunities to meet new people.</i>			
<i>I ask others about their views and actions.</i>			
<b>4 Empathy</b>			
<i>I am willing to pay attention to other people's feelings.</i>			
<i>I show that I can share other people's feelings.</i>			
<b>5 Self-awareness</b>			
<i>I show that I am comfortable with describing my strengths and weaknesses.</i>			
<i>I accept the fact that I can make mistakes.</i>			
<i>I take responsibility for my mistakes.</i>			
<i>I ask others for help when I need it.</i>			
<i>I adjust my behaviour when I feel it is helpful.</i>			
<b>6 Confidence to challenge and be challenged</b>			
<i>I show that I am not afraid to disagree with others.</i>			
<i>I suggest alternative ways of seeing or doing things.</i>			
<i>I show that I accept being challenged.</i>			

### Skills

<b>1 Interaction</b>			
<i>I listen attentively to other people.</i>			
<i>I make sure that my message is understood the way I mean it.</i>			
<i>I encourage people to express their needs and opinions.</i>			
<i>I react supportively to emotions I see around me.</i>			
<i>I look for and clarify shared needs and expectations.</i>			
<b>2 Multiperspectivity</b>			
<i>I look for information in a variety of sources.</i>			
<i>I explain my thoughts and actions also considering outside perspectives.</i>			
<i>I express my point of view in connection with both conflicting and complementary opinions.</i>			
<i>I use my imagination to offer different perspectives.</i>			



<b>3 Critical thinking</b>			
<i>I use all available information and my analytical skills to verify my interpretations.</i>			
<i>I question the interpretations offered by others including authority figures or authoritative sources.</i>			
<i>I offer different ways of interpreting the ideas and actions of people.</i>			
<i>I give clear arguments to explain my thoughts and choices.</i>			
<b>4 Problem solving and collaboration</b>			
<i>I identify issues or problems that need to be solved.</i>			
<i>I offer different perspectives on the problem to solve.</i>			
<i>I initiate attempts to solve the problem.</i>			
<i>I support other people's attempts to solve the problem.</i>			
<i>I actively search for a solution together with the other people concerned.</i>			
<i>I make others feel comfortable in the group when faced with a problem.</i>			
<b>5 Ability to grow</b>			
<i>I explore new things and situations</i>			
<i>I reflect on and analyse my motives, needs and goals.</i>			
<i>I change my ways of doing things in the light of new insights.</i>			

## Knowledge

<b>1 Knowledge about interaction</b>			
<i>I take into consideration both verbal and non-verbal messages.</i>			
<i>I show awareness that words and body language may have different meanings in different contexts.</i>			
<i>I clarify meanings to avoid misunderstandings.</i>			
<i>I address the influence of power relations in interaction.</i>			
<i>I show that I understand that different forms of interaction have different aims and rules.</i>			
<b>2 Knowledge about social practices</b>			
<i>I show awareness of the fact that other people might think, behave and feel differently.</i>			
<i>I actively explore the reasons behind different practices and reactions.</i>			
<b>3 Knowledge about the role of social and political actors (individuals or institutions)</b>			
<i>I recognise the social and political implications of diversity.</i>			
<i>I turn to the appropriate social, cultural or political actors when I need information or support.</i>			
<i>I initiate action with the appropriate group of social or political actors when a problem occurs.</i>			
<b>4 Knowledge about world views and belief systems</b>			
<i>I recognise that spiritual and existential questions are important aspects of life.</i>			
<i>I recognise differences in world views and belief systems when interacting.</i>			
<i>I learn about other belief systems and world views by active exploration.</i>			
<i>I show understanding of the fact that world views and beliefs people hold are not static.</i>			
<i>I recognise that world views and belief systems influence but do not determine a person's or a group's identity.</i>			

*And now? Where do I stand? Which way to go?*

# Appendix 8: Book Map of "New Prospects"

## BOOK MAP

Unit	Topic	Language outcomes				
		Functions	Grammar	Vocabulary and sound system	Word building	
<b>1</b>	<b>EXPLORING THE PAST</b>	<ul style="list-style-type: none"> <li>informing</li> <li>narrating</li> <li>expressing concession</li> <li>comparing</li> </ul>	<ul style="list-style-type: none"> <li>past simple of the questions with ago</li> <li>past perfect with when, as soon as, until, after ...</li> <li>Use of articles</li> <li>used to / had to</li> <li>was/were able to</li> <li>though, although, in spite of the fact that, despite the fact that</li> <li>the comparatives and the superlatives of quantifiers: much-more, the most, little-less- the least, etc.</li> <li>articles: use + omission before abstract nouns</li> <li>well-past participle E.g. well-preserved</li> </ul>	<ul style="list-style-type: none"> <li>adjectives + preposition E.g. good at, dependent on</li> <li>verb + preposition E.g. believe in</li> <li>negative prefixes: dis- and de-</li> <li>suffixes: -ion, -ment, -ed, -able, -ic and -ty</li> </ul>	<ul style="list-style-type: none"> <li>weak forms of was and were</li> <li>pronunciation of final ed and ch</li> <li>stress shift E.g. civilize, (civilization)</li> <li>spelling rules E.g. doubling of consonants, begin, beginning</li> </ul>	<ul style="list-style-type: none"> <li>suffix -ly: E.g. honest - honesty, responsible, responsibility</li> <li>Stress shift E.g. economy - economic</li> </ul>
<b>2</b>	<b>ILL - GOTTEN GAINS NEVER PROSPER.</b>	<ul style="list-style-type: none"> <li>describing</li> <li>advising</li> <li>expressing obligation and necessity</li> <li>expressing cause and effect</li> <li>expressing condition</li> <li>expressing opinion</li> <li>expressing wish and regret</li> </ul>	<ul style="list-style-type: none"> <li>present simple and present continuous</li> <li>passive</li> <li>should, ought to, had better + bare infinitive</li> <li>must, mustn't</li> <li>have to, for, as, since, so + adjective + that, so, as a result, consequently, thus</li> <li>as long as, provided that, providing (type 2)</li> <li>if-conditional (type 2)</li> <li>verbs for expressing opinion (think, believe...)</li> <li>I wish, it's high time + subject + past simple and past perfect</li> </ul>	<ul style="list-style-type: none"> <li>prefixes dis- il- E.g. legal - illegal, honest - dishonest, approve - disapprove</li> <li>pronunciation of words ending in -cs E.g. economics, politics</li> </ul>	<ul style="list-style-type: none"> <li>ETHICS IN BUSINESS: FIGHTING FRAUD AND CORRUPTION</li> </ul>	

8

## BOOK MAP

Skills and strategies outcomes		Learner's outcomes		Intercultural outcomes	
Listening and speaking	Reading and writing				
<ul style="list-style-type: none"> <li>making and checking hypotheses/ predictions</li> <li>listening for gist</li> <li>recognizing and showing a sequence of events</li> <li>representing findings on a chart</li> <li>using illustrations to tell stories</li> <li>giving a narrative account</li> </ul>	<ul style="list-style-type: none"> <li>skimming</li> <li>scanning</li> <li>identifying referents of reference words</li> <li>recognizing types of discourse</li> <li>summarizing</li> <li>writing an expository essay</li> <li>writing a story</li> </ul>	<ul style="list-style-type: none"> <li>raising awareness about the challenges facing modern civilization: conservation of natural and human resources, peace and sustainable development, technological progress, etc.</li> </ul>	<ul style="list-style-type: none"> <li>raising awareness about the negative effects of fraud</li> <li>importance of fighting fraud and corruption at the national and international levels</li> <li>developing awareness about the importance of fighting fraud and corruption and how different countries fight corruption and fraud</li> </ul>	<ul style="list-style-type: none"> <li>developing positive attitudes towards one's culture and those of other peoples</li> <li>raising awareness about the contribution of the various civilizations to man's progress</li> </ul>	<p><b>Project outcome:</b> Writing a charter of ethics</p>
<ul style="list-style-type: none"> <li>listening for gist</li> <li>listening for detail</li> <li>responding to opinions</li> <li>defending opinions</li> <li>making a short public statement</li> <li>making an argumentative speech</li> </ul>	<ul style="list-style-type: none"> <li>skimming</li> <li>scanning</li> <li>responding to a text</li> <li>identifying and using reference words</li> <li>writing a policy statement</li> <li>writing an opinion article</li> <li>writing the description of an ideal school</li> </ul>	<ul style="list-style-type: none"> <li>raising awareness about the negative effects of fraud</li> <li>importance of fighting fraud and corruption at the national and international levels</li> <li>developing awareness about the importance of fighting fraud and corruption and how different countries fight corruption and fraud</li> </ul>	<ul style="list-style-type: none"> <li>developing awareness about the importance of fighting fraud and corruption at the national and international levels</li> <li>developing awareness about the importance of fighting fraud and corruption and how different countries fight corruption and fraud</li> </ul>	<ul style="list-style-type: none"> <li>developing positive attitudes towards one's culture and those of other peoples</li> <li>raising awareness about the contribution of the various civilizations to man's progress</li> </ul>	<p><b>Project outcome:</b> Making the profile of an ancient civilization</p>

9



# BOOK MAP

Unit	Topic	Language outcomes
4	SAFETY FIRST	<ul style="list-style-type: none"> <li>● describing a process</li> <li>● expressing condition</li> <li>● expressing warnings</li> <li>● expressing obligation and necessity</li> <li>● asking for and giving advice</li> <li>● expressing desire and wish</li> <li>● comparing and contrasting</li> <li>● expressing quantity</li> </ul>
		<ul style="list-style-type: none"> <li>● present simple passive</li> <li>● If-conditional type 1, 2 and 3 unless</li> <li>● must/ mustn't have to,</li> <li>● should/ ought to if I were you</li> <li>● would + have/+be E.g. My ideal school would have/be ...</li> <li>● I wish I had</li> <li>● similar to, different from, unlike while, whereas...</li> <li>● comparatives of adjectives</li> <li>● quantifiers: most, all, etc.</li> </ul>
3	SCHOOLS: DIFFERENT AND ALIKE	<ul style="list-style-type: none"> <li>● forming adjectives with -al and -ive E.g. educational, reflexive, innovative, responsive, constructive, effective...</li> <li>● forming nouns: verb+ing E.g. teaching, learning (training)</li> <li>● forming nouns with -tion E.g. education - completion</li> <li>● Collocation: schoolmate</li> </ul>
		<ul style="list-style-type: none"> <li>● reduced forms of - might have - could have</li> <li>● word stress and sentence stress</li> </ul>
ADVERTISING, CONSUMERS AND SAFETY		<ul style="list-style-type: none"> <li>● describing cause and effect</li> <li>● expressing probability</li> <li>● expressing possibility</li> <li>● expressing concession</li> <li>● expressing condition</li> <li>● deducting quantity</li> <li>● prescribing</li> </ul>
EDUCATION IN THE WORLD: COMPARING EDUCATIONAL SYSTEMS		<ul style="list-style-type: none"> <li>● verb+ preposition E.g. accused X of Y - complain about X to Y - protect X from Y - provide X with - suffer from X</li> <li>● forming adjectives with -y E.g. -greedy -speedy -milk -milky</li> </ul>
ADVERTISING, CONSUMERS AND SAFETY		<ul style="list-style-type: none"> <li>● pronouncing the final s</li> <li>● weak forms of: would, should and ought to</li> <li>● syllable stress E.g. educate education</li> </ul>
EDUCATION IN THE WORLD: COMPARING EDUCATIONAL SYSTEMS		<ul style="list-style-type: none"> <li>● forming nouns with -ion E.g. education - completion</li> <li>● Collocation: schoolmate</li> </ul>

10

# BOOK MAP

Skills and strategies outcomes	Reading and writing	Learner's outcomes	Intercultural outcomes	Project outcome:
<ul style="list-style-type: none"> <li>● listening and speaking</li> <li>● reciting a poem</li> <li>● predicting</li> <li>● note taking</li> <li>● summarizing</li> <li>● responding to a text</li> <li>● speaking from notes</li> <li>● making a speech about one's ideal school</li> </ul>	<ul style="list-style-type: none"> <li>● skimming</li> <li>● paraphrasing ideas</li> <li>● scanning</li> <li>● making logical links between sentences and paragraphs</li> <li>● writing a descriptive essay</li> <li>● writing an expository article</li> </ul>	<ul style="list-style-type: none"> <li>● raising awareness about issues related to education, the choice of careers, dedication to science, citizenship, economic and social development</li> </ul>	<ul style="list-style-type: none"> <li>● comparing educational systems: past and present</li> <li>● raising awareness about the similarities and differences between today's educational systems in the world</li> </ul>	<p>Designing an educational prospectus</p>
<ul style="list-style-type: none"> <li>● predicting the content of a text</li> <li>● listening for gist</li> <li>● listening for detail</li> <li>● summarizing /synthesizing information</li> <li>● debating (arguing by making concessions)</li> <li>● Making a speech</li> </ul>	<ul style="list-style-type: none"> <li>● persuading</li> <li>● skimming</li> <li>● scanning</li> <li>● analysing and making a synthesis</li> <li>● writing a letter of complaint</li> <li>● writing an advertisement</li> </ul>	<ul style="list-style-type: none"> <li>● discussing issues related to the effects of advertising on people</li> <li>● raising awareness about safety and consumption</li> <li>● developing a sense of salesmanship</li> </ul>	<ul style="list-style-type: none"> <li>● raising awareness about the effects of advertising on different cultures and societies</li> <li>● understanding the importance of integrating cultural features of a society into advertising</li> </ul>	<p>Conducting a survey on the impact of advertising</p>

11

# BOOK MAP

Unit	Topic	Language outcomes			
		Functions	Grammar	Vocabulary and sound system	
5	IT'S A GIANT LEAP FOR MANKIND.	<ul style="list-style-type: none"> <li>describing</li> <li>questioning</li> <li>making supposition</li> <li>comparing and contrasting</li> </ul>	<ul style="list-style-type: none"> <li>present simple with non-conclusive verbs E.g. see, believe, know, suppose ...</li> <li>What is it used for? - used for + verb+ing - How far/how big?</li> <li>think so, suppose so</li> <li>May+stem, might +stem</li> <li>comparatives with short and long words: - adjective+er+than - more+adjective+than - less + adj+than - as+adj+as - while, whereas - like, unlike, in contrast to</li> <li>if-conditional</li> </ul>	<ul style="list-style-type: none"> <li>forming nouns from nouns: E.g. scientist - astronomer</li> <li>forming nouns from verbs and adjectives: E.g. weigh (v) weight (n) - hot (adj) - heat (v and n)</li> <li>forming singular and plural nouns from verbs: E.g. believe (v) - belief (n, sing) - beliefs (n, pl)</li> </ul>	<ul style="list-style-type: none"> <li>pronouncing the final 's'</li> </ul>
6	WE ARE A FAMILY!	<ul style="list-style-type: none"> <li>describing</li> <li>expressing likes and dislikes</li> <li>expressing preferences</li> <li>asking for and giving advice</li> <li>narrating</li> </ul>	<ul style="list-style-type: none"> <li>present simple</li> <li>enjoy/like/dislike+ verb+ing (gerund) - avoid + verb+ing</li> <li>I'd rather do X than Y, I'd prefer X to Y</li> <li>should, ought to, if I were you</li> <li>past simple past perfect</li> <li>articles: omission before abstract nouns E.g. anger, humour</li> <li>quantifiers: a lot of, a great deal of, few, little, some of us, all of us ...</li> <li>each other, one another</li> </ul>	<ul style="list-style-type: none"> <li>forming adjectives from nouns with -ous, -ful, -ic E.g. courage - courageous, faith - faithful</li> <li>forming new words with self: E.g. self-centred</li> <li>forming nouns with -ness and -ty E.g. kind - kindness loyal - loyalty</li> <li>forming verbs with -en E.g. tight - tighten</li> </ul>	<ul style="list-style-type: none"> <li>pronouncing the cluster ngth in words such as strengthen</li> <li>weak form of of in phrasal adjectives like proud of, full of ...</li> </ul>

12

# BOOK MAP

Skills and strategies outcomes				Learner's outcomes	Intercultural outcomes	Project outcome:
<ul style="list-style-type: none"> <li>making inferences</li> <li>responding to an oral text</li> <li>agreeing and disagreeing</li> <li>making suppositions and hypotheses</li> <li>Making an oral presentation</li> <li>making a speech in defence of an opinion</li> </ul>	<ul style="list-style-type: none"> <li>predicting the content of a text</li> <li>identifying types of discourse</li> <li>making inferences</li> <li>distinguishing between different types of reasoning in argumentative texts</li> <li>Writing an expository article</li> <li>writing an argumentative essay</li> </ul>	<ul style="list-style-type: none"> <li>developing awareness of the importance of satellites for present-day societies</li> <li>raising awareness about man's place in the universe through the exploration of the frame of astronomy</li> </ul>	<ul style="list-style-type: none"> <li>developing interest in outer-space exploration</li> <li>discussing the change of mentalities brought about by the advances in astronomy</li> <li>raising awareness about the contributions that various peoples have made to astronomy</li> </ul>	<ul style="list-style-type: none"> <li>raising awareness about the importance of emotions/feelings for the development of the individual</li> <li>exploring the concepts of friendship, love, patriotism, generosity, courage</li> <li>developing understanding of the expression of feelings across different cultures and societies</li> <li>raising awareness of others' thoughts and feelings</li> </ul>	<p>Writing a booklet of tips for coping with strong emotions</p>	<p>Designing an astronomy booklet</p>

13

## Appendix 9: Text from the Textbook Entitled "Education in Britain"

**CONSIDER**

Language outcomes

- Expressing quantity with a lot of, a great deal of, etc.
- Using comparatives of short and long adjectives
- Expressing similarity and difference with like, whereas...
- Describing a process using the present simple passive
- Forming nouns from verbs by adding -ing and -tion
- Identifying syllable stress
- Pronouncing the final s
- Spelling of the comparatives of adjectives
- Writing: describing my school

**FACT FINDING**

► **Getting started**

- Discuss the following questions.

1. What do you know about education in Britain? Have you ever heard of any famous British university or college? Which one?
2. What do you think is the equivalent of *A-level* in Britain?
3. The abbreviations below are academic qualifications/degrees. In which order do you think they are conferred?
  - Master of Arts/Science (M.A./M.Sc.) - Doctor of Philosophy (Ph.D.) - Bachelor of Arts/Science (B.A./B.Sc.) - Master of Philosophy (M.Phil.) - General Certificate of Secondary Education (GCSE)
4. What are some of the equivalents of the academic qualifications above in your country?



► **Taking a closer look**

① Read the text below to answer these questions.

- A. Why are the politicians who promise little money for education less popular than the ones who promise a lot?
- B. Do British children receive the two stages of their primary education in the same schools?
- C. Which of the following adjectives best describe access to university in Britain and the United States? a. difficult b. easy c. selective d. free
- D. What are school performance tables published annually for?

**Education in Britain**

No subject has as much importance for the British people as that of education. Most citizens believe that the state should provide education free of charge and to a high standard as well. At election time, politicians who promise to spend a great deal of money on education are more popular than those who promise only a little. Recently there has been a lot of talk as to whether students must pay their own fees at university or not. A lot of people are afraid that Higher Education might be reserved for the privileged few because poorer students would not receive enough financial help from the government. This is the reason why private education is less accepted in Britain than it is in the United States. (§1)

Children are required to be in full-time education between the ages of 5 and 16. Some receive their primary education at an infant school and then a junior school whereas others receive it at a primary school that combines the two. At about 11, they begin their secondary education at a comprehensive school or a grammar school. Secondary schools are much larger than primary schools and students may have to travel longer distances by school bus or public transport. The students take the Standard Assessment Tests (SATs) at 14, then study towards the General Certificate of Secondary Education (GCSE) in as many subjects as they can manage, usually eight to ten. Afterwards, some students will start work while a few others will go to a sixth-form college to study for Advanced (A) Levels in two, three, or four

/ɪm'pɔ:tns/  
/bɪ'tɪ:vi/  
/prə'vaɪd/  
/pɒlɪ'tɪʃnz/  
/pɒpjʊlə/  
/ˌju:ni'vɜ:səti/  
/edʒu'keɪʃn/  
/ɪ'nɑ:fi/  
/æk'septɪd/  
/rɪ'kwaɪəd/  
/praɪməri/  
/dʒu:nɪə/  
/kəm'beɪnz/  
/kəmprɪ'hensɪv/  
/dɪstənsɪz/  
/ə'sesmənt/  
/sə'tɪfɪkət/  
/kɒlɪdʒ/

subjects in order to enter university. This requirement is more or less similar to what is required by American universities. (§2)

A National Curriculum was introduced in 1988. It has made the current British educational system different from the previous ones in at least two major aspects. First, unlike the old system, the present system sets the same subjects for all state schools. Children have to study the core subjects of English, mathematics and science, and also the foundation subjects of technology, geography, history, art and physical education. Second, in contrast to the old practice, standards at individual schools are watched closely by parents and the government. Schools are visited regularly by inspectors, and school performance tables are published annually to show how well individual schools have done in tests and exams. These 'league' tables enable parents to compare one school with another. Schools which do not make adequate progress run a high risk of being closed. (§3)

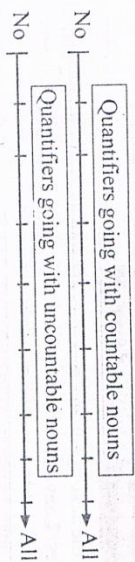
(From *Guide to British and American Culture*, p. 66)

② Explain in what ways the current British educational system is similar to and different from the Algerian educational system. Refer to the text.

**Grammar Explorer I: Revision**

**Around the text**

- ① Pick out from the text the sentences that contain quantifiers. Then answer questions A-D below.
  - A. Which quantifiers are used with countable nouns only?
  - B. Which quantifiers are used with uncountable nouns only?
  - C. Which quantifiers are used with both countable and uncountable nouns?
  - D. Which two quantifiers do we usually use to ask questions about quantity?
- ③ Rank the quantifiers in the sentences you have picked out from the text on the lines on the next page. Add any other quantifier you know of. Then give examples of your own to illustrate their use.



See Grammar Reference pp. 216-217.

**Grammar Explorer II: Revision**

① Read the text again and pick out the sentences which contain comparatives of adjectives. Arrange the sentences in the table below.

Comparatives of	Sentences
superiority	
equality	
inferiority	

② Consider the comparatives in the table you have filled in task 1 above and explain how they are formed. Draw the rules.

Have another look at the comparatives in SE2 Grammar Reference p.193.

③ Write a paragraph of four to five sentences comparing primary school or middle school with secondary school in Algeria. Use the three types of comparatives and the cues in the table below.

Points of comparison	Adjectives
<ul style="list-style-type: none"> <li>● classes</li> <li>● classrooms/tables ...</li> <li>● teachers' /students' characters</li> <li>● students' age/build</li> <li>● subjects</li> <li>● cost of school furniture</li> </ul>	<ul style="list-style-type: none"> <li>⇒ large, small, crowded...</li> <li>⇒ large, big, small, good, functional...</li> <li>⇒ lenient, funny, happy, patient...</li> <li>⇒ old, young, short/tall...</li> <li>⇒ easy, difficult...</li> <li>⇒ expensive, cheap, available...</li> </ul>

## Appendix 10: Picture from the Textbook Entitled “ A Girls’ Secondary School in Britain in the 1960’s”

RESEARCH AND REPORT

**Designing a home-page for your lycée**


① Your homepage should include information about the following:

- the location
- the curriculum of studies
- regulations
- exams
- discipline
- sports
- extra-curricular activities
- staff
- The parent-teacher association ( P.T.A. )

② Illustrate your homepage with pictures and maps.

③ Bring out print-outs of your homepage for class presentation.

**ORGANISING**



A girls' secondary school in Britain (in the 1960's)

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**LISTENING AND SPEAKING**

**Skills and strategies outcomes**

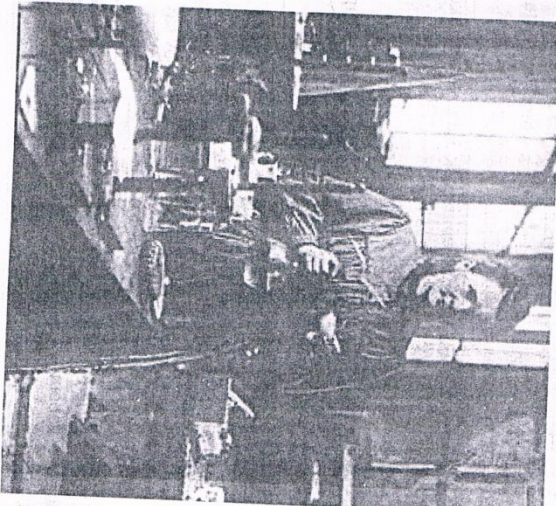
- Predicting
- Note taking
- Summarizing
- Responding to an oral text
- Speaking from notes
- Speaking and writing about one's ideal school

**WRITING UP**

**Before listening**

- The picture and the caption in italics on the right illustrate a life story. Look at them closely and guess the answers to questions 1-5 on the left.

*The Discoverer of Radium* (by J. Walker McSpadden)



1. Who do you think the lady is ?
2. Where was she born?
3. What nationality is she ?
4. Where is she and what is she doing?
5. Do you think her education has prepared her for the kind of work she is doing ?

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# Appendix 11: Diagram from the Textbook about Education in the USA

② Synthesize orally the information in your spidermap in two or three minutes using link words such as **because, since, for, in order to, so that, first, next,** etc.

**Start like this**

*My ideal school would be one which/where/... It would be ... It would have ... But it wouldn't be ... It wouldn't have ...*

③ Select the best ideas from the class presentations to write a draft description of twenty lines about your ideal school.

④ Exchange drafts with your partner for error checking. Then write a corrected version of the description of your ideal school and hand it to your teacher.

Homophones (sound-alikes) are words that sound alike but are spelled differently with different meanings. Read the questions below and fill with the correct answer.

1. Does a dog have a **tail** or a **tailf**?
2. Which are surrounded by water, **aisles** or **isles**?
3. If you were sad, would you shed **tears** or **tiers**?
4. Would a telephone **wring** or **ring**?
5. I **one** or **won** a CD player in the contest.
6. That's the best movie Cathy had ever **scene** or **seen**.
7. The meeting was so long, I was **board** or **bored**.
8. What's your favourite breakfast **serial** or **cereal**?
9. The king's **rain** or **reign** lasted 30 years.
10. I couldn't **bear** or **bare** to sit through that play again.
11. Despite all our yelling, he still couldn't hear or **here** us.
12. The **rose** or **rows** is the only flower Paula liked.
13. Do windows have **pains** or **panes**?
14. We **missed** or **mist** our train by 30 minutes.

(From *Forum*, Volume. 37, Number 2 Apr-Jun 1999, p.56)



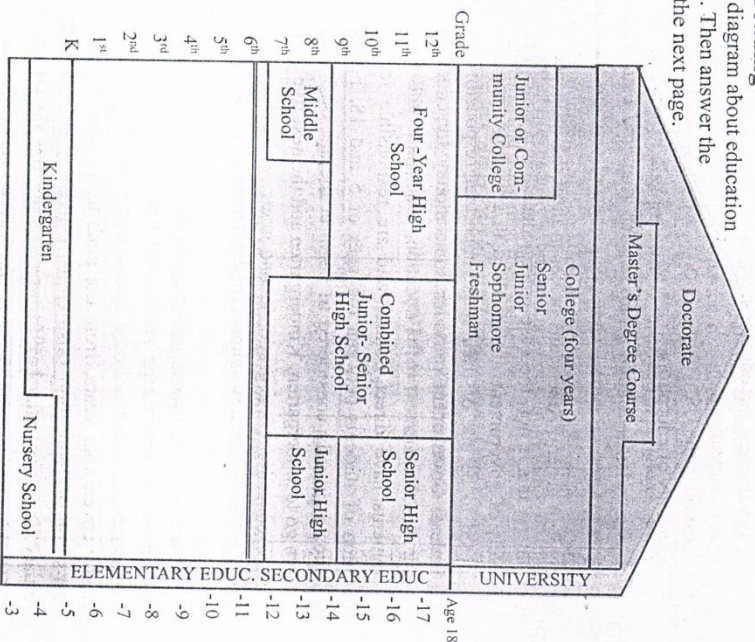
**Skills and strategies outcomes**

- Skimming
- Paragraphing ideas
- Scanning
- Making logical links between sentences and paragraphs
- Writing an expository article



► **Before reading**

- Study the diagram about education in the U.S.A. Then answer the question on the next page.



Adapted from  
D.K.  
Stevenson,  
American Life  
Institutions,  
U.S.I.A.

## Appendix 12: Text from the Textbook about the American Educational System

9 In what ways is the Algerian educational system similar to and different from the American one? Discuss as a class.

▶ **As you read**

① Skim through the block text below and divide it into **five** paragraphs. Don't write on your book. Use square brackets to indicate the beginnings and endings of the paragraphs. E.g. [Although \_\_\_\_\_ ] (\$1)

② Match the paragraphs you have identified in task 1 above with 5 of the jumbled ideas A-F below. One of the ideas is the title of the text.

A. The school system  
B. Points of conflict  
C. The government and education  
D. Types of education.  
E. Education in the US  
F. The quality of education

**TEXT**

Although in general Americans prefer to limit the influence of government, this is not the case where education is concerned. All levels of government are involved in education, and it is considered to be one of their most important responsibilities. The Federal Government provides some money for education through the Department of Education. But state and local governments have direct control and are responsible for the education of students between the ages of 5 and 18. Formal education is usually considered to begin at the age of 5 when children go to kindergarten. Kindergarten and the next five or six years of education (first grade, second grade, etc) are together usually called elementary school (the term primary school is less common in the US than in Britain). Grades seven to twelve are part of secondary education, and may be divided between junior high school and senior high school. Other school systems have middle school, where children spend two years. High school usually covers four years, from the ninth to the twelfth grade. Post-secondary education (also called University or Higher or Tertiary Education) after twelfth grade, is not free though state governments, which run most of the educational institutions,

subsidize the cost for people who live in the state. By some standards, American education seems very successful. Although young people must attend school until they are 16, over 80% continue until they are 18. About 45% of Americans have some post-secondary education and over 20% graduate from college or university. However, 20% of adults, i.e. about 40 million people, have very limited skills in reading and writing, and 4%, i.e. about 8 million people, are illiterate. Most educational institutions in the US are public (run by the government), but there are some private schools for which students have to pay a lot of money to attend. Many private schools have a high reputation, and parents send their children there so that they will have advantages later in life. Americans agree on the importance of education being available to all, but there is disagreement about what should be taught. The greatest area of disagreement is the place of religious and moral education. Commonly debated topics include whether teachers should ask students to say prayers and whether it is right to beat students for punishment. Sometimes the debate ends up in court of justice, and courts usually say that students shouldn't be forced to do something that is against their beliefs.

(From D.K. Stevenson, *American life and Institutions, USIA*)

② Have a look at the coping box below. Then scan the text on the next page. Spot all the link words and explain the type of meaning relationship each of them expresses.

**Coping**

Link words (also called discourse connectors) are words that establish logical relationships/connections in sentences, between sentences, or between paragraphs. Therefore, when you read, you should pay attention to the link words because authors often include them in order to help you better understand the text.

E.g. **Unlike** other countries (relationship of contrast) ...education.

See Grammar Reference pp.226-227.

## Appendix 13: Text from the Textbook about the American System of Education

Unlike other countries, the United States does not have a national system of education. Education is considered to be the responsibility of each state. Although there is a Federal Department of Education, its purpose is merely to gather information, to provide counselling, and to help finance certain educational programmes. Since the Constitution does not state that education is a responsibility of the Federal government, all educational matters are left to the individual states. As a result, each of the 50 states is free to determine its own system for its own public schools. In turn, however, state constitutions give actual control of the public schools to the local districts within the 50 states. There are some 16,000 school districts within the 50 states. By contrast to other countries, there is, therefore, a very large amount of local control over education in the United States.

However, because local and state taxes support the public schools, there are significant differences in the quality of education. States and communities that are able or willing to pay more for schools, buildings, materials, and teachers almost always have better educational systems than those that cannot or do not. Thus, for example, the average expenditure per pupil for secondary education in the U.S. was \$4,000 in 1986. But some states such as Alaska, New Jersey, and Wyoming spent more than \$5,000 per pupil. In order to reduce the differences in the quality of education, the Federal government sometimes provides special funds to poorer areas and school districts. But in general Americans are worried that more Federal help could eventually lead to less independence and less local control in state education.

(From D.K. Stevenson, *American life and Institutions*, US/14)

### ► After reading

- 1) Now discuss the following questions.
  - A. Have the link words you have identified in the **As-you-read** rubric helped you in any way to better understand the text above?
  - B. Which other link words can you use in replacement for those in the text?
  - C. Are there any link words that are **not needed** to understand the logical relationships (between the sentences and between the paragraphs) in the text? Which ones?
  - D. What link words can you add to make the meaning clearer to the reader?

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② The sentences below are not in order. Re-order them to get a **coherent** text. Then use link words to make the relationship between the sentences more explicit.

- A. This idea is more or less accepted all over the world.
- B. The job market is changing rapidly as a result of technological advance.
- C. Today, many adults go back to school to broaden their knowledge and learn something they enjoy doing.
- D. The idea of continuing or lifelong education has become more important than ever before.
- E. People are afraid of losing their jobs if they don't keep upgrading and updating their occupational skills.
- F. In the near future, all of them will return to school mostly for occupational reasons.

### ► Writing development

- ① Write an **expository article** for a school magazine **analysing the causes and effects of examination stress on students**.
  - ① Go to the next page and study the ideas written down in the network tree. Then jot down details of your own. Feel free to cross ideas in the network and replace them by your own ideas; or reshuffle the ideas.
  - ② Select three to four ideas and develop them. Write your draft article. Each time you mention an **effect** try to support it with **evidence**, illustrations and examples.
 

E.g. - Generally, students who do not cram perform better than those who do in the *Baccalauréat* examination.

- According to statistics issued by the Ministry of National Education, 2 out of 10 *lycée* students who take crash courses suffer from stress.
  - ③ Your primary purpose is **investigation and analysis**. You simply present facts and information. So don't give any judgement/opinion. Let the reader do that.
  - ④ Make sure you use link words expressing:
    - **cause/effect**: as a result, as a consequence, so, therefore, because, since
    - **purpose**: in order to, to, so as to, so that, in order that
    - **contrast**: unlike, in contrast to, contrary to
    - **concession**: though, in spite of the fact that, although ...
  - ⑤ Revise your draft paying attention to the structure of your sentences, the organisation of your paragraphs, coherence, spelling and grammar. Then hand a copy of your article to your teacher.

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## Appendix 14: Text from the Textbook Entitled "Feelings"

### ► Taking a closer look

- ① Read the text about feelings below and answer these questions.
  - A. How many Americans believe that it is better to express feelings rather than hide them?
  - B. What would they do rather than retain their tears?
  - C. How much attention do the British pay to people who complain in public?
  - D. What do British football players do when they score a goal?
  - E. Which of the following terms best summarizes what the author says about British and American people: **extrovert**, **introvert**, **phlegmatic**? Explain.
- ② Compare your answers to the questions above with those of your partner. Then discuss the question below with your classmates.

*To what extent are Algerian attitudes to feelings similar to or different from the American and British attitudes as described in the text?*

### Feelings

British and American people are similar in many ways, but in expressing feelings they haven't much in common. Nearly all Americans believe that it is better to share what they think or feel than hide it. A great many of them expect their relatives and friends to say, "I love you", "I care for you", or "I'm glad to have a friend like you". Almost all of them enjoy talking about their own experiences, and a few of them will go so far as to share ideas with foreign visitors the first time they come into contact with them. When some of them are upset they prefer to cry rather than retain their tears. Few Americans consider it bad to show anger in public. The great majority of them would rather let all of it out and say what they feel than bottle it up inside and make matters worse. (§1)

In contrast to this is the traditional British reserve, a national tendency to avoid showing strong emotion of any kind. The British like to keep a stiff upper lip. In other words, they don't like showing or talking about their feelings. They rather prefer hiding them because people who reveal their emotions are thought to be weak and bad-mannered. For example, showing anger in public is considered to be a sign

/pi:pl/	/'fɪ:lɪŋz/	/brɪ'teɪv/	/'relatɪvz/	/ɪk'sprɪtənsɪz/	/'fɔ:rən/	/ə'pset/	/mə'dʒɔ:rətɪv/

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that the person hasn't much character. So few British people would dare vent even a little anger in public places. They give little attention to people who complain in public e.g., about being kept waiting in a traffic jam or in a restaurant. They may pretend not to hear them in order to avoid getting involved. (§2)

This attitude is far less common today than it used to be, but a lot of British people, especially among the elderly, still take a great deal of trouble to appear strong. Most British men and women are still embarrassed to be seen crying in public. People are also embarrassed when they see somebody crying, and do not know whether it is better to pretend they have not noticed or to try and comfort them. Women are more likely to respond than men and will put their arm round the person or touch their shoulder. (§3)

Many British youths now show feelings of affection in public. Women sometimes kiss each other on the cheek as a greeting and people may greet or say goodbye to each other with a hug. Lovers hold hands in public and sometimes embrace and kiss each other, but many elderly people do not like to see this. However, when British people are part of a crowd they are less worried about expressing their emotions. Football crowds sing and cheer when their side scores a goal. Players now hug one another when they score. Even cricket supporters, who had a reputation for being much quieter, enjoy cheering as well as giving the traditional polite applause. (§4)

(From *The Oxford Guide to British and American Culture*, p.192)

### Around the text

#### Grammar Explorer 1

- ① Pick out from the text above all the sentences which express **likes**, **dislikes** and **preferences**. Write them in the table on the next page. Then answer questions A-D that follow.

/kærəktə/	/ə'trɪtʃu:d/	/neɪ/	/'kæmfət/	/'fəʊldeɪ/	/ju:ðs/	/'wɪmɪn/	/'sɔ:pɔ:tətəz/	/ə'pɪ:zɪz/
/pʌblɪk/	/'ɪspeʃəlɪ/							
/kəm'pleɪn/								
/ə'vɔɪd/								

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**Appendix 15: "Wuivering Heights" (Book from the School Library)**

**CLASSICS**

**LAIBROTT**



**EMILY BRONTË**

**WUIVERING HEIGHTS**

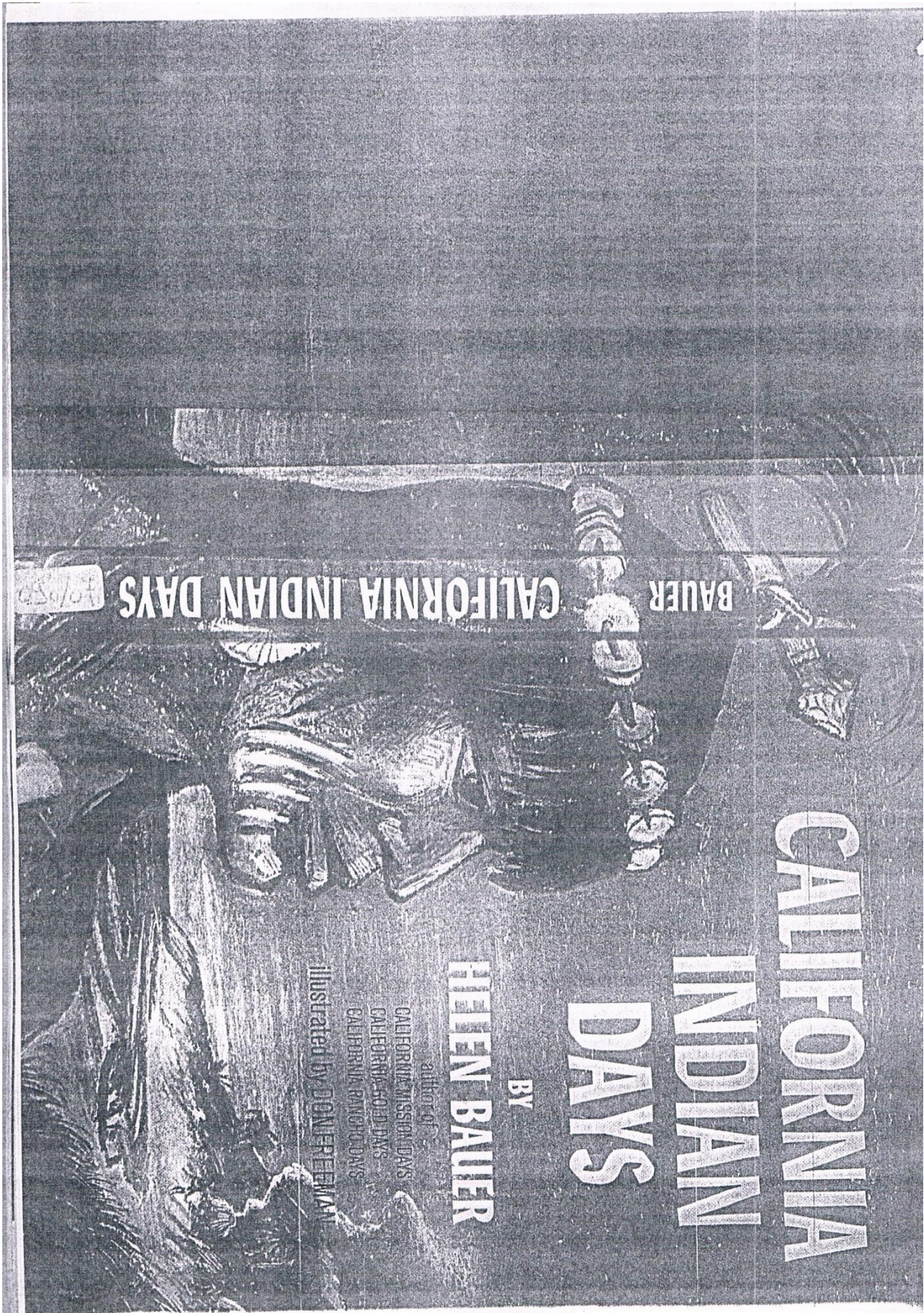


<p>RB 2/1 Gulliver's Travels</p> <p>RB 2/2 Robinson Crusoe</p> <p>RB 2/3 Treasure Island</p> <p>RB 2/4 Little Women</p> <p>RB 2/5 What Katy Did</p> <p>RB 2/6 Black Beauty</p> <p>RB 2/7 Alice in Wonderland</p> <p>RB 2/8 Heidi</p> <p>RB 2/9 The Coral Island</p> <p>RB 2/10 Tom Brown's School Days</p> <p>RB 2/11 Grimm's Fairy Tales</p> <p>RB 2/12 Andersen's Fairy Tales</p> <p>RB 2/13 Kidnapped</p> <p>RB 2/14 What Katy Did Next</p> <p>RB 2/15 The Adventures of Tom Sawyer</p> <p>RB 2/16 The Swiss Family Robinson</p> <p>RB 2/17 Oliver Twist</p> <p>RB 2/18 Ivanhoe</p> <p>RB 2/19 Tale of Two Cities</p> <p>RB 2/20 Jo's Boys</p> <p>RB 2/21 Wuivering Heights</p> <p>RB 2/22 The Last of the Mohicans</p>	<p>RB 2/23 The Water Babies</p> <p>RB 2/24 Arabian Nights</p> <p>RB 2/25 The Man in the Iron Mask</p> <p>RB 2/26 Three Musketeers</p> <p>RB 2/27 Little Men</p> <p>RB 2/28 Good Wives</p> <p>RB 2/29 Children of the New Forest</p> <p>RB 2/30 What Katy Did at School</p> <p>RB 2/31 Jane Eyre</p> <p>RB 2/32 20,000 Leagues Under the Sea</p> <p>RB 2/33 Pride &amp; Prejudice</p> <p>RB 2/34 Lamas Tales from Shakespear's</p> <p>RB 2/35 Ben Hur</p> <p>RB 2/36 Dr. Jekyll and Mr. Hyde</p> <p>RB 2/37 Robin Hood</p> <p>RB 2/38 Lorna Doone</p> <p>RB 2/39 Great Expectations</p> <p>RB 2/40 Around the World in Eighty Days</p> <p>RB 2/41 Huckleberry Finn</p> <p>RB 2/42 The Black Arrow</p>
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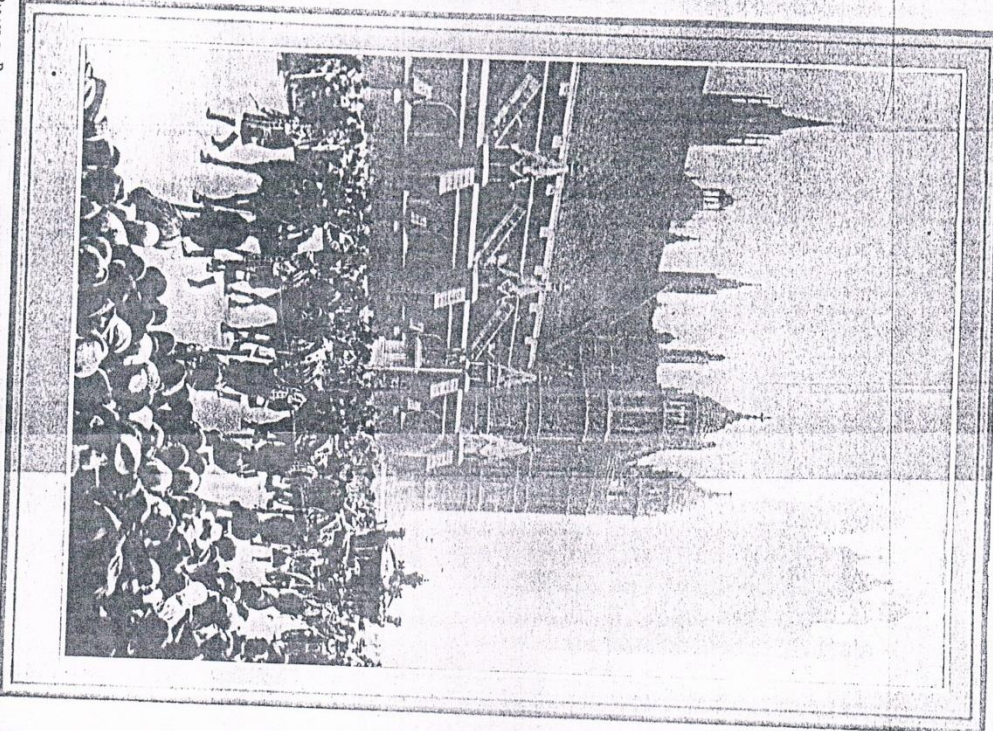
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Appendix 16: "California Indian Days" (Book from the School Library)



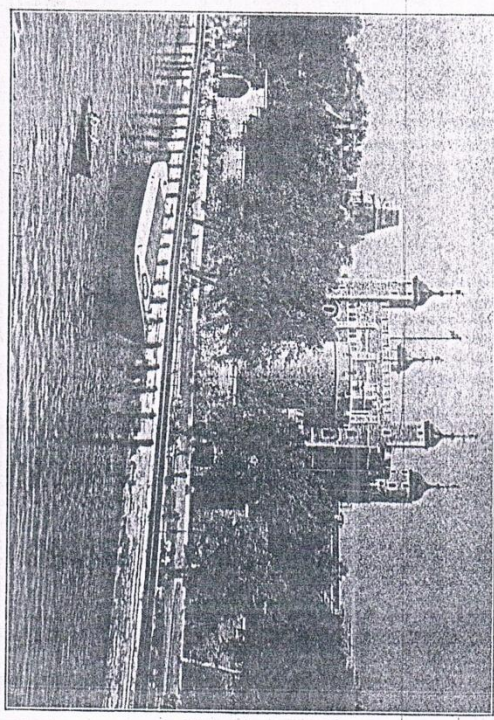
Appendix 17: "Londres" ( Encyclopedia from the School Library)

ENCYCLOPÉDIE PAR L'IMAGE



PALAIS DU PARLEMENT. — En costumes de grand ornement. — robes d'hermine et couronnes. — les souverains et les grands dignitaires de la cour se rendent au parlement pour y ouvrir la session, selon les rites les plus archaïques. — Le plus ancien des palais de la capitale, le palais de Westminster, a été construit par le roi, de la coutume historique. (Photo Keystone.)

ENCYCLOPÉDIE PAR L'IMAGE



LA TOUR DE LONDRES. — Le plus ancien, le plus fameux, sinon le plus beau des monuments de Londres, la Tour est, en fait de quelques tentatives d'embellissement (façades, créneaux, pontons), un spécimen admirablement conservé de l'architecture militaire normande et médiévale. Dans ses murs se sont déroulés les plus sombres drames de l'histoire d'Angleterre. (Photo Felton.)

LONDRES

LIBRAIRIE HACHETTE

Appendix 18: "Britain Today" ( Magazine from the School Library)

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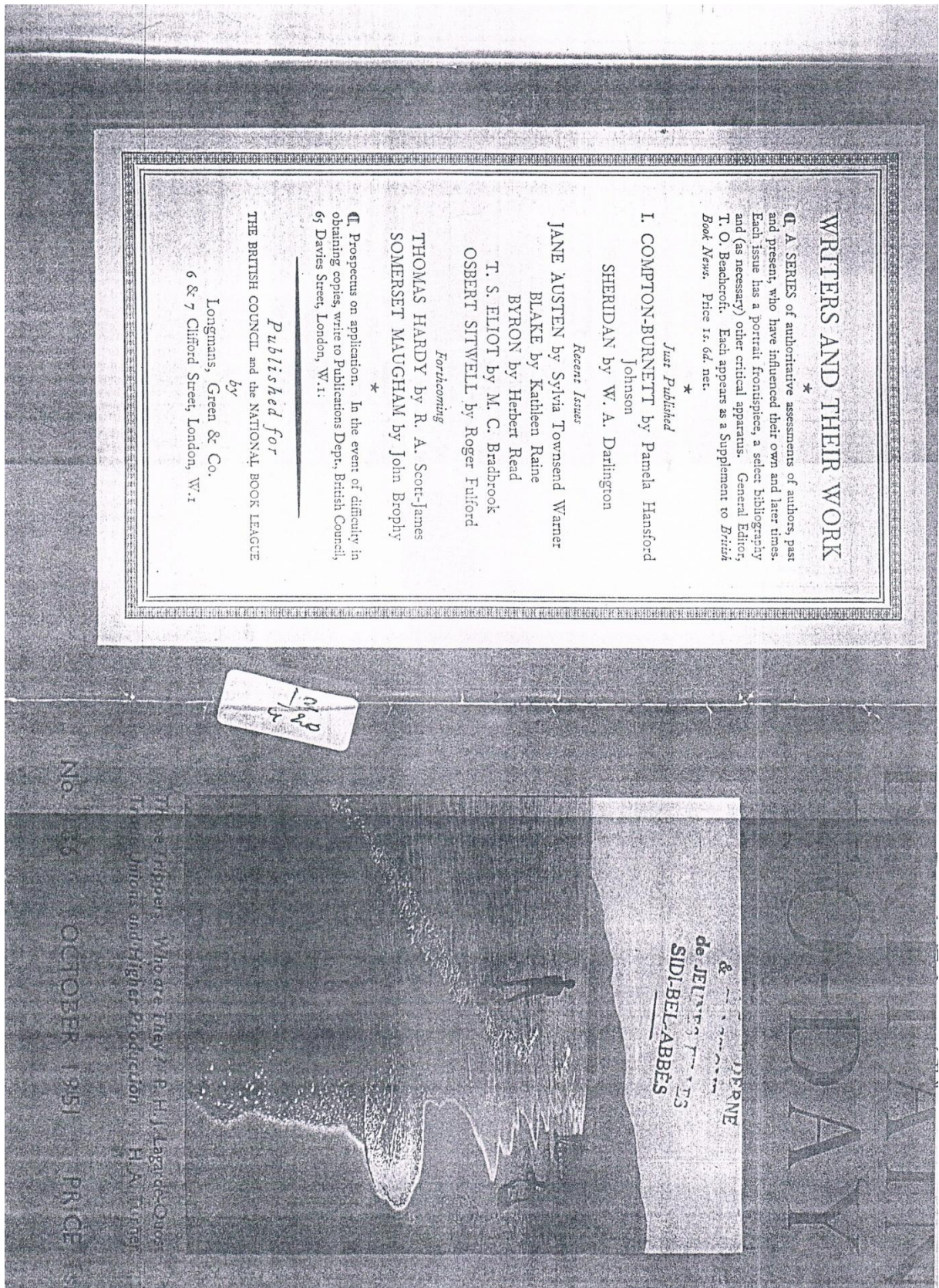
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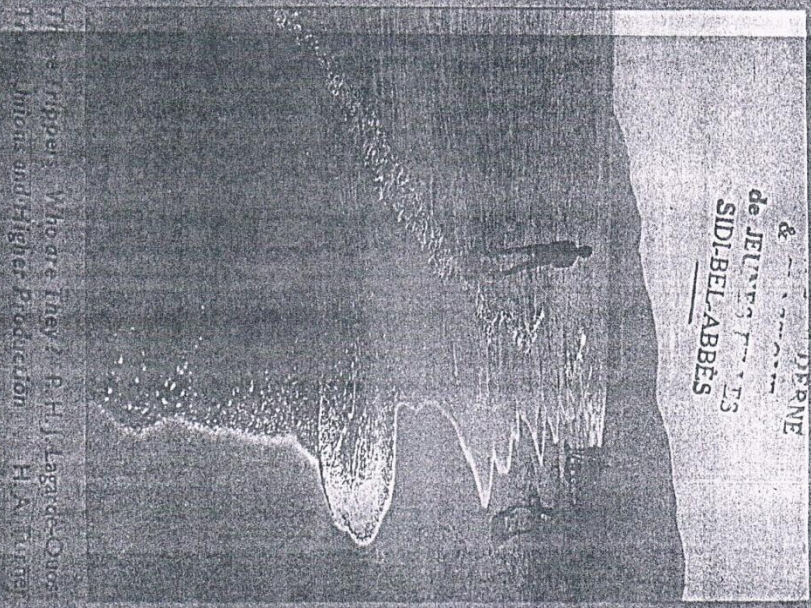
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# BRITAIN TO-DAY

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**Appendix 20: 2.F.L: Test n°2**

Name: \_\_\_\_\_ Test n°2 (2<sup>nd</sup> trimester), 2.L.V

1) A. Are there any passive sentences in the first paragraph? If so, how many?  
 yes, there is one (1) sentence.

2) B. In which paragraph is it mentioned that:  
 a. The use of aluminium is developing more and more? § 3  
 b. Aluminium has good qualities? § 1  
 c. Aluminium is widely used? § 4  
 d. Aluminium is used in shipbuilding? § 4

3) C. Answer the question according to the text?  
 a. Is copper a good conductor of electricity?  
 yes, the copper is a good conductor of electricity almost as Aluminium  
 b. What is the difference between aluminium and iron?  
 The difference between aluminium and iron. Aluminium is light and strong, quickly ~~dis~~ oxidised in the air, but iron is rust and needs painting.

4) D. What or who do the underlined words refer to in the text?  
 a. its (§1) Aluminium  
 b. their (§3) housewives.

5) E. Find in the text words closest in meaning to:  
 Powerful (§1) = Strong. preserves (§2) = protects. constituted of (§4) = made of

6) F. Find in the text words opposite in meaning to:  
 Drawbacks (§1) ≠ advantages. heavy (§1) ≠ quite. thick (§2) ≠ further.

7) G. Fill in the following table.

Noun	Verb	Adjective
Stronger	stronged	Strong
Distinction	Distinced	Distinctive
Pureness	Pured	Pure

8) H. Complete the second sentence so that it means the same as the one given.  
 1. A. The superstructures of ships are made of aluminium.  
 B. We made of aluminium, the superstructure of ships.  
 2. A. You will recognize the metal.  
 B. The metal will be recognized by you.

9) I. Classify the words according to the pronunciation of their final "s".  
 Metals - doors - houses - ships

/s/	/z/	/ɪz/
ships.	doors - Metals.	Houses.

Writing: The Internet is widely used today. Explain the advantages of this new technology.



**Appendix21: 2.F.L: Test n°3**

Name: _____	13/10 20.	Test n°3	2 L.V
-------------	--------------	----------	-------

**A/ Put in the simple past or past perfect.**

- As soon as I (to realise) had realised the danger, I (call) called for help. (1)
- After the paramedics (to take) had taken the victims to hospital, I (to go) went home. (1)
- The thief (to run) runned away when he (to see) had saw the policemen.

**B/ Put in the past continuous or the simple past.**

- Their car (to collide) collided when they (to drive) were driving. (3)
- We (to watch) were watching an interesting film when we (to hear) heard a strange noise.
- While he (to walk) was walking in the street, a thief (to attack) attached him.

**C/ Conditional type three.**

- If they (know) had known before, they (hold) would had hold a meeting immediately. (1)
- We (to avoid) would had avoided the accident if we (to follow) had follow the instructions. (0,5)

**D/ Complete the second sentence.**

- « How did the boat sink ? », he asked.  
→ He asked him how the boat had sink. (0,5)
- « Were there any victims ? », he wants to know.  
→ He wants to know if there had been any victims => no change.
- « Did you call for help ? », he asked.  
→ He asked if he had called for help. (1)
- « How much money did they steal ? », he wondered.  
→ He wondered him how much money they had stole. (0,5)

**E/ Your friend is too fat. He wants to lose weight. Give him advice. Complete the following:**

- Why don't you go to the doctor and ask him for the best way to lose wei
- What about practise sport.
- You'd better drink much water.
- You ought not to eat much fat or sugar.
- If I were you, you will not do operation.
- You must follow a diet and work on it.

Appendix 22: 2.F.L: Test n°4

I. Complete the second sentence so that it means the same as the one given.

- 1/ a. They followed the safety measures. They avoided many problems.  
b. If they followed the safety measures, they ~~would avoid~~ many problems
- 2/ a. "He forgot the matches on the table," he told.  
b. He told that ~~he had forgotten~~ the matches on the table.
- 3/ a. Don't take the medicament.  
b. You' better ~~to not~~ take the medicament.
- 4/ a. Home accidents are due to carelessness.  
b. Home accidents occur because of ~~carelessness~~.
- 5/ a. You must keep medicines out of the reach of children.  
b. Medicines ~~must be~~ out of the reach of children.

Part Two: Writing

What advice can you give your friends who will take up their baccalaureate exam?

If you have a baccalaureate exam, you must follow this advice  
First, you must revise your lessons carefully and understand  
Second, you mustn't worry about the questions or answers.  
Third, Read the text carefully and precise your answers.  
Then, Concentrate and don't care <sup>be precise for</sup> to the others.  
Finally, Try to take your time and you mustn't  
sneak in the exam and don't scare from  
the results and good luck

## Appendix23: 2.F.L: Third Term Exam

Lycée En-Nadjah. Third Term Exam. 2012-2013.

Second year Foreign Languages  
(Time devoted: 2 hours)

### Part One: Reading

#### A. Comprehension.

Read the text then do all activities.

At two minutes to noon on 1 September 1923, the great clock in Tokyo stopped. Tokyo Bay shook as if a huge rug had been pulled from under it. Towering above the bay, the 4,000-metre Mount Fuji stood above a deep trench in the sea. It was from this trench that the earthquake came, at a magnitude of 8.3 on the Richter scale.

The sea drew back for a few moments. Then, a huge wave swept over the city. Boats were carried inland, and buildings and people were dragged out to sea. The tremors dislodged part of a hillside which gave way, brushing trains, stations and bodies into the water below. Large sections of the sea-bed sank 400 metres; the land rose by 250 metres in some places and sank in others. Three massive shocks wrecked the cities of Tokyo and Yokohama and, during the next six hours, there were 171 aftershocks.

The casualties were enormous, but there were also some lucky survivors. The most remarkable was a woman who was having a bath in her room at the Tokyo Grand Hotel. As the hotel collapsed, she and her bath gracefully descended the street, leaving both her and the bathwater intact.

1. Is the text:

a. narrative? (0,5)

b. argumentative?

c. expository?

2. Are the following statements True or False?

a. The earthquake happened during the day. (T)

b. The earthquake started in the city. (F)

c. When the sea bed sank, the land rose by 400 metres. (F)

d. There were many victims. (T)

3. Answer the questions according to the text.

a. When did the earthquake hit Tokyo? (0,5) On September 1<sup>st</sup> 1923, at two minutes to noon.

b. Why were boats carried inland? (1) The sea drew back then a huge wave swept the

c. Which cities were damaged by the earthquake? (0,5) Tokyo & Yokohama.

4. What or who do the underlined words refer to in the text?

a. it (\$1) Tokyo Bay

b. which (\$2) part of a hillside

c. she (\$3) a woman (1)

5. Choose the most appropriate title to the text.

a. A Lucky Woman

b. A Devastating Earthquake (1)

c. A Storm in Tokyo Bay

#### B. Text Exploration

1. Find in the text words that are closest in meaning to the following.

a. trembled (\$1) shook

b. very big (\$2) huge

c. victims (\$3) casualties (1,5)

2. Classify the words in the table.

inland - building - unlucky

Prefix	Root	Suffix
in	land	ing (0,25)
un	luck	y (0,25)

3. Rewrite sentence (b) so that it means the same as sentence (a).

1/ a. "The city shook on 1<sup>st</sup> September 1923. The land rose by 250 metres in some places, and sank in others," a journalist reported.

(0.17) b. A journalist reported that the city had shaken ..... had risen ..... had sun

2/ a. Boats were carried inland.

(0.5) b. The waves carried the boats .....

4. Re-order the following sentences to make a coherent paragraph.

- 3 a. Important measures were taken by the government.
- 2 b. It destroyed the whole town.
- 1 c. At midnight a violent earthquake awakened people.
- 4 d. to rescue and help the victims.

5. Link the pairs of sentences using the connectors in brackets. Make changes where necessary.

While She was bathing, The earth trembled. (While) (0.5)  
After The city shook, The buildings began to collapse. (After)  
has shaken

Part Two : Written expression

Choose one topic.

Topic I: "A meteor blazed across the western Siberian sky Friday and exploded with the force of 20 atomic bombs, injuring more than 1,000 people. It spread panic in the city."

You certainly remember the meteor which fell in Siberia on Friday, February 13<sup>th</sup>, 2013. Tell what you know about this frightening event.

Topic II: Imagine you had experienced Tokyo's earthquake in 1923. Tell what happened and how you survived.

Appendix24: 3.F.L: Test n°1

19

Name: \_\_\_\_\_ (31) ✓ TEST n°1 / 3A.S.F.Lges

13,50  
20

Part I/ A. Comprehension Read the text then do all activities.

History shows that civilizations enrich one another. This enrichment is often the result of contacts of various kinds. For example, though Ancient Egyptians had invented many things and achieved important scientific successes on their own, they did not keep these inventions and achievements for themselves. In their contact with Ancient Egypt, Greek travellers and scientists like Thales borrowed both scientific and cultural ideas from the ancient Egyptians. Greek genius contributed to the improvement of these ideas. When the Roman civilization fell to ruins, it was the turn of the Arabs to take the responsibility of carrying on the torch of civilization. Arab caliphs like al'Mamun and Harun al-Rashid were devoted patrons of the arts and sciences. They welcomed the most inventive scientists and artists in their courts. These scientists did not only save the Greek scientific heritage from loss, but they further improved it before transmitting it to the West.

1. Say whether the following statements are True or False.

1,50  
11

- a. A great achievement occurred in Ancient Egypt. **T**
- b. Egyptians borrowed scientific and cultural ideas from the Greek travellers. **F**
- c. Arab caliphs saved the Greek scientific heritage and improved it. **T** (These caliphs are: Al'Mamun and Harun al-Rashid.)

2. Answer the questions according to the text.

1,5  
11

a. How do civilizations enrich each other?

though Ancient Egyptians had invented many things, they did not keep these inventions and achievements for themselves. Greek travellers borrowed scientific and cultural ideas from the Egyptians.

b. Who took profit of the Egyptian achievements?

The Greek civilization. (Greek travellers and scientists like Thales borrowed both scientific & cultural ideas from the ancient Egyptians.)

c. When did the Arabs start to evolve?

1,5  
11

The Arabs start to evolve after the Roman civilization fell to ruins.

1,5  
11

3. What or who do the underlined words refer to in the text?

- a. they Ancient Egyptians
- b. these ideas Scientific and cultural ideas
- c. it the Greek scientific heritage

B. Text Exploration

1  
11

1. Find in the text words closest in meaning to:

improvements = achievements    collapsed = fell to ruins    developed = achieved

0,75  
0,25

2. Complete the following table.

Nouns	Verbs	Adjectives
success	to succeed	successful
.....	to fall	falling
<del>variation</del> variation	to vary	Various

3. Complete the second sentence so that it means the same as the one given.

- 1 → a. The Phoenicians lived in the desert.  
→ The Phoenicians used to live in the desert.
- 0.5 → b. Arab caliphs took the torch of civilization.  
→ The torch of civilization was taken by Arab Caliph.
- 0.5 → c. The Ottoman empire conquered many parts of the world.  
→ Many parts of the world were conquered by the Ottoman.
- 1 → d. Ancient Egyptians made great scientific achievements. The Greeks borrowed their ideas.  
→ After Ancient Egyptians had made great scientific, the Greeks borrowed their ideas.
- 1 → e. They had to grow vegetables in farms.  
→ They didn't have to grow vegetables in farms.

4. Give the correct form of the verbs in brackets.

As soon as the Ottoman empire (to fall) down, Western countries (to start) moving to the Middle East.

0.25 → As soon as the Ottoman empire had felt down, Western countries started moving to the Middle East.

5. Ask questions on the underlined words.

- 0.25 → a. Indians used to live in huts.  
Where used Indians to live?
- 0.25 → b. They had to invent a system of writing.  
What they had to invent?
- 1 → c. The Arabs made great achievements.  
Who made great achievements?

6. Combine the pairs of sentences using the word provided.

They could adapt themselves to life. They lived in the desert. (In spite of the fact that)

→ In spite of the fact that they could adapt themselves to life, they lived in the desert.

7. Classify the words according to the pronunciation of their final « ed ».

enriched – achieved – processed – contributed

1	/t/ enrich <u>ed</u> process <u>ed</u>	/d/ achiev <u>ed</u>	/id/ contribut <u>ed</u>
---	--	-------------------------	-----------------------------

Appendix25: 3.F.L: Test n°2

Part One: Reading

A. Comprehension Read the text then do all activities.

(§1) Money laundering is a popular term used to describe the process whereby criminals mask illicitly acquired funds by converting them into seemingly legitimate income. Criminals disguise the illegal origin of the financial assets so that they can be used without detection of the illegal activities that produce them. Those criminal activities may be drugs, arms trafficking, corruption, fraud, and any mode of the organized crime.

(§2) Money laundering is not without consequences. As the origin of this illegal money is seldom detected, it provides new resources to the criminal activities. Furthermore, when injected in the market, this "dirty" money destroys the real business and distorts the economy of a country.

1. Which title best summarizes the passage?  
 a. Money laundering and terrorism.      b. Fighting illegal activities.      c. Money laundering. (0,25)

2. Say whether the following statements are true or false.  
 a- Money laundering is the illegal conversion of money. True  
 b- Money laundering has never bad consequences. False  
 c- Money laundering income builds the economy of the country. False. (0,75)

3. Answer the following questions according to the text.  
 a- How do criminals hide their funds?  
 The criminals hide their funds by washing marks and converting them into seemingly legitimate income. (1)

- b- Name the main criminal activities mentioned in the text.  
 These criminal activities may be drugs, arms trafficking, corruption, fraud. (1)

4. In which paragraph is mentioned: the definition of money laundering? (§ 1) (0,25)

5. What do the underlined words refer to in the text?  
 a. them (§1) funds      b. they (§1) criminals      c. it (§2) this illegal money (0,5)

B/ Text Exploration.

1. Find in the text words closest in meaning to:  
 disguise (§1) ~~acquired~~ legal (§1) licitly      effects (§2) consequence (0,5)

2. Give the opposite of the following words keeping the same root. (0,5)  
 legitimate - real - obey  
 illegitimate - ~~imreal~~ - disobey

3. Complete the second sentence so that it means the same as the one given. (0,5)  
 1/ a. We eradicate this phenomenon. We organize ourselves into anti-corruption associations.      b. Provided that we organize ourselves into anti-corruption associations, we will eradicate this phenomenon.

- 2/ a. Corruption is immoral. That's why, citizens must eradicate corruption.      b. As long as corruption is immoral, that's why, citizens will eradicate corruption.

- 3/ a. He accepted the bribe. Now he regrets.      b. He wishes he had not accepted the bribe. Now he regrets. (1)

- 4/ a. Criminals hide the origin of this illegal money.      b. The origin of this illegal money was hidden by criminals

- 5/ a. This dirty money destroys the economy of the country.      b. The economy of the country ~~is~~ destroyed by this dirty money.

- 6/ a. Governments could find a solution to fight the spread of illegal activities.      b. It's high time .....

## Appendix26: 3.F.L: First Term Exam

Lycée En-Nadjah, First Term Exam.2013-2014

Third year Foreign Languages

(Time allotted: 2 hours)

### Part One: Reading

#### A. Comprehension

Read the text then do all activities.

31 The old cities of Egypt have disappeared from the face of the earth. Nineveh and Babylon are deserted mounds of dust and brick. One city has survived the ages. It is called Damascus.

32 Damascus was a fortified frontier town of the Amorites, those famous desert people who had given birth to the great King Hammurabi. When the Amorites moved further eastward into the valley of Mesopotamia to establish the Kingdom of Babylon, Damascus had continued to be a trading post with the wild Hittites who inhabited the mountains of Asia Minor. Later, the earliest inhabitants had been absorbed by another tribe, called the Aramaeans. They were semi-nomadic and pastoralist people. The city itself, however, had not changed its character. It remained an important center of commerce thanks to its geographical situation. It traded with the entire world and offered a safe home to the merchant and to the artisan. Incidentally it spread its language all over western Asia.

33 Commerce has always demanded quick and practical ways of communication between different nations. The Aramaean business man found it difficult to use the elaborate system of nail-writing of the ancient Sumerians, so he invented a new alphabet which could be written much faster than the old wedge-shaped figures of Babylon.

34 The spoken language of the Aramaeans, Aramaic, became the language of the merchants and of the simple people of the old Mediterranean world. In most parts of the world, it was understood as readily as the native tongue.

Adapted from *Ancient Man: The Beginning of Civilizations* by H.W. Van Loon

1. The passage is taken from :

- a. a newspaper      b. the Internet      c. a book

2. Say whether the following statements are True or False?

- a. Damascus has disappeared from the face of the earth. *False*  
b. King Hammurabi was an Amorite. *True*  
c. Damascus was an insecure city. *True*  
d. Aramaic was widely used in Mesopotamia.

3. In which paragraph is it mentioned that:

- a. Damascus was a well-protected town? *§2*  
b. The Aramaeans invented a new language? *§3*

4. Answer the following questions according to the text.

- a. Why did the Amorites move eastward?  
b. What made Damascus an important center of commerce?  
c. Why did the Aramaean business man invent a new alphabet?  
d. Give two reasons why Damascus hasn't disappeared and has survived the ages.

5. What or who do the underlined words refer to in the text?

- a. They (§2)      b. The city (§2)      c. he (§3)      d. it (§4)

6. Choose the most suitable title to the text.

- a. The Old Cities of Egypt  
b. Damascus: The City of Trade  
c. The Aramaeans

#### B. Text Exploration

1. Find in the text words closest in meaning to:

- a. vanished (§1)      b. lived in (§2)      c. secure (§2)      d. very old (§4)



2. Which nouns can be derived from the following verbs?  
 To establish – to fortify – to survive – to invent

3. Complete the second sentence so that it means the same as the one given.

1/ a. It spread its language all over Western Asia.  
 b. Its language .....

2/ a. They used to inhabit the mountains not in the desert.  
 b. They didn't .....

3/ a. The wild Hittites inhabited the mountains of Asia Minor.  
 b. The mountains of Asia Minor .....

4. Ask the questions which the underlined words answer.

a. Damascus used to sell its goods to the entire world.  
 b. He found the language difficult.

5. Combine the pairs of sentences using the word provided in brackets.

a. Damascus was conquered by Alexander the Great. Damascus was a fortified town. (Though)  
 b. They invented a new alphabet. They couldn't use the Ancient Sumerians' writing. (Therefore)

6. Classify the words according to the pronunciation of their final "ed".  
 deserted -established -changed -traded

/t/	/d/	/id/
deserted	changed	traded

7. Re-order the following sentences to make a coherent paragraph.

a. They established the water distribution system of the city  
 b. When the Aramaeans entered Damascus,  
 c. by constructing canals and tunnels.  
 d. they noticed the agricultural potential of the area.

**Part One: Writing**

Choose one topic.

**Topic I:** Using the given notes, write about the city of Timgad.

- Timgad anciently called Thamughadi
- Founded by the Roman emperor Trajan 100A.D
- Ruins include the remains of the Arch of Trajan, a library and a theatre having a seating capacity of nearly 4,000.
- Several churches indicate that the city was a centre of Christianity in the 3<sup>rd</sup> century
- Suffered from the invasions of the Vandals and the Byzantines
- Designed UNESCO World Heritage in 1982

**Topic II:** What did you learn from studying past civilizations?

## Appendix27: 3.F.L: Second Term Exam

### Part One: Reading

#### A. Comprehension

Read the text then do all activities.

1) In sports, the use of performance-enhancing drugs is referred to by the term "doping", particularly by those organizations that regulate competitions. The use of performance-enhancing drugs is typically done to get better athletic performance. This is why many sports organizations prohibits the use of performance-enhancing drugs.

2) The use of enhancement "substances" for sporting purposes dated back to the ancient Maya and ancient Greece. Performance enhancements in the form of options were (utilized) by the people of both civilizations, who were thought to use cocoa leaves to improve their sports abilities. Today's athletes have many options, including: steroids, amphetamines, and many other issues.

3) Most international sports organizations consider the use of drugs to enhance performance unethical although ethicists continue to argue that it is little different from the use of new materials in the construction of suits and sporting equipments, which in the same way, aid performance and can give competitors advantage over others.

4) Most athletes use performance-enhancing drugs for a number of reasons such as reducing weight, dulling the pain response in the body, building muscles at an accelerated rate, lowering stress, and even hiding other drugs that may be in the system. These drugs are used for each of these purposes and some athletes are taking daily doses which consist of a variety of steroids and growth supplements. Yet, most athletes are risking their lifetime health for a temporary condition just to win the game. This fact is being neglected by both athletes and coaches.

www.helium.com

1. The passage is taken from:

- 0,25 a. a website                      b. a magazine                      c. a book

2. Say whether the following statements are True or False.

- 2 a. Doping can improve sport results. F  
 b. The use of performance-enhancing drugs is a recent practice. F  
 c. Some of these drugs reduce stress. T  
 d. Steroids represent a real threat for athletes. T

3. Fill in the table with information from the text.

Reasons of doping	Doping options
- Reducing weight	- steroids
- dulling pain	- amphet amines

4. Answer the following questions according to the text.

- 0,75 a. What do athletes use performance-enhancing drugs for during competitions?  
 0,75 b. How is the use of performance-enhancing drugs considered by sports organizations?  
 c. Is performance-enhancing drug-taking harmful? Justify.

5. Read the text and put the following sentences in the order they appear in the text.

- 1 a. Doping is dishonest because it favours athletes over others.  
 4 b. The consumption of performance-enhancing drugs is not without risks.  
 1 c. Sport regulations are against the consumption of performance-enhancing drugs.  
 3 d. Body-building uses drugs to quicken the development of muscles.

6. What or who do the underlined words refer to in the text?

- 0,75 a. their (\$2) The people of both civilizations      b. others (\$3) Competitors (Athletes)

0,75 7. Give a title to the text.

Drugs.

**B. Text Exploration**

1. Find in the text words closest in meaning to:

- (0,75) a. used (\$2) *utilized*      b. benefit (\$3) *advantage*      c. diversity (\$4) *variety*

2. Find in the text words opposite in meaning to:

- (0,75) a. permit (\$1) *prohibits*      b. legal (\$3) *unethical*      c. lose (\$4) *win*

3. Which adjectives can be derived from these nouns?

Health - pain - advantage - competition

4. Complete the second sentence so that it means the same as the one given.

- 1/ a. Some athletes are taking daily doses of steroids.  
 b. Daily doses of steroids *are being taken by*.....  
 2/ a. Carl Lewis had cheated; that's why he was disqualified.  
 b. If Carl Lewis *cheated*....., *he would be disqualified*.....  
 3/ a. A journalist reported that the athlete hadn't respected the rules; therefore the committee forbade him to participate in the competition.  
 b. A journalist said: "*He hadn't respected the rules*....."  
 4/ a. Sport organizations should pass strict laws otherwise athletes continue to use steroids.  
 b. Unless.....

5. Classify the words according to the pronunciation of their final "s".

Substances - ethicists - drugs - coaches

/s/	/z/	/ɪz/

6. Combine the pair of sentences using the right connector provided between brackets.

- 1 a. The use of steroids *is* unethical. Sports organizations prohibit their use. (such... that / so... that)  
 1 b. Steroids are harmful for health. Some athletes are still risking their lifetime. (Though / Consequently)

**Part One: Writing**

Choose one topic.

**Topic I:** Write a composition on the following:

Imagine one of your friends is addicted to drugs. You notice that he is risking his life and making his family suffer and worry about him. When did your friend start taking drugs? What was the reason? How did he become addicted? What advice would you give him to refrain from drugs?

**Topic II:** You are a member of an association which informs people about the dangers of drugs.

Tell about your association, its main objectives and how you proceed to inform people and make them aware.

## Résumé

La prise en compte de la compétence interculturelle dans l'enseignement de l'Anglais comme langue étrangère est indispensable pour diminuer les effets de l'ethnocentrisme, éviter les jugements négatifs de ceux qui apprennent cette langue et changer la manière dont ils perçoivent tout ce qui est étranger à leur culture. En effet, ce travail de recherche est désigné pour examiner les différentes stratégies susceptibles de développer cette compétence et aborder les techniques qui peuvent aider les enseignants à intégrer la culture dans l'apprentissage de la langue Anglaise.

## ملخص

تدريس اللغة الانجليزية كلغة أجنبية يجب أن يكن مرفوقا بتطوير الكفاءة التي تنمي قدرة التلاميذ على التفاعل بطريقة ايجابية مع الثقافات الأخرى وبهذا يسهل حل مشكلة الاستعلاء العرقي والتخلص من الأفكار السلبية المسبقة عن كل ما هو أجنبي ومختلف عن ثقافتهم. هذا المشروع يهدف إلى معالجة هذه الإشكالية وذلك من خلال تحديد الاستراتيجيات التي من شأنها أن تطور هذه الكفاءة والتقنيات التي تمكن الأساتذة من دمج المواضيع الثقافية في تعليم اللغة الانجليزية.