EFL Culture in Practice: Algeria as A Model

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Teaching culture refers to introducing abstract thoughts and ideas to concrete skills, behaviors and customs that are unique to particular group of people. The purpose of this study was to investigate Algerian secondary stage teachers' actual practices of teaching culture; as such methodology entailed the adoption of the descriptive analytical research design. Therefore, a teacher observation sheet (based on Byram's, 1993) was used to cross check the cultural representations presented by the teachers. More specifically, the observation took 90 hours by observing 15 teachers at eight secondary schools randomly selected in Guelma city, Algeria. The findings of the study reported a "high" percentage of integrating cultural themes as well as a large extent of bringing about opportunities to develop students' awareness of culture in teachers' practices.
Keywords: Algeria, culture, secondary stage, teachers' practices, Byram's model, Yarmouk University.

Introduction

Culture is a paramount aspect in English as a Foreign Language (EFL) teaching which has been approached from different perspectives. Anthropologists for example, view culture as "patterns of life", i.e. a system of behavior patterns that relates humans to their societies. In this regard, Harris (1988) stated that culture is a closed system that belongs to a homogeneous society. Goodenough (1970) pointed out that culture depends on what individuals of the same society believe in or have in mind, in order to interpret behaviors, emotions and act appropriately with other individuals. Hence, teaching the language involves teaching its complex system of cultural outcomes, feelings and actions and ways of thinking (Alanay & Aydin, 2016; Aydin & Tonbuloglu, 2014)**.** Due to globalization, the issue of culture captured the attention of applied linguists as well as those who consider culture a complex system resulting from interaction among people (Arslan & Tanis, 2018; Arslan & Yigit, 2016; Damgaci-Koc & Aydin, 2014; Kustati & Al-Azmi, 2018; Tarman & Chigisheva, 2017; Yigit & Tarman, 2016). Thus, according to Kramsch (1998) culture is a social phenomenon that distinguishes societies, groups and individuals from each other. An almost similar view of culture is adopted by interculturalists, who also argue that culture is a result of interaction among individuals. In addition, to developing self- awareness about the values, beliefs, assumptions and styles (Ersoy, 2015; Bennett, 1993). Due to the crucial role of culture, it is significantly salient in EFL context. Once the target culture is taught to EFL learners, they will be able to communicate language appropriately.

Recent research (Arslan & Yigit, 2016; Khemies, 2014; Kiss & Weninger, 2017; Shukri, 2014;) has shown that mastering the linguistic rules of language is insufficient to have full command of the foreign language. Yet, learning foreign or second language involves knowing about the culture of the target language. As far as English is concerned, EFL learners should know about cultural rules and norms of English, for instance how native speakers greet, dress, eat and converse to each other. Henceforth, integrating culture in EFL teaching classrooms involves knowing the culture (culture knowledge) of EFL textbooks that is usually divided into big "C" culture and little "c" culture. According to Peterson (2004), the big "C" refers to themes of literatures, arts, geography, values and customs of the target culture in addition to issues of education, festivals and business. Whereas, little "c" culture includes invisible and minor themes of the host culture for example, opinions and views, fashion, food, music and similar common issues.

Kiss and Weninger (2017) demonstrated the role of culture in meaning-making techniques as being shaped by students. Here, the depth of students' elucidations is strongly related to kinds of resources (mostly visual ones) introduced in the classroom. This eventually enriches students' language competence whenever it comes to language communication or to cultural awareness.

Different views, theories and approaches were written about teaching culture to EFL learners. Some claim that culture constitutes common beliefs, customs and behaviors shared between people of the same society, this common cultural knowledge whether verbal or nonverbal is transmitted from one

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generation to another (Raza, 2018; Spindler, 1987). On the contrary, others argue that culture is a unique knowledge developed out of personal experience thus differs from one individual to another within the same community (Wolcott, 1991).

Language and culture

Language and culture are two intertwined terms as the teaching of language necessitates the teaching of its culture. Fantini (1997) talked about the relationships between language and culture and revealed how both of them affect and reflect each other. Thus, the inseparable relationship between language and culture made the integration of culture in EFL teaching classes very important. Since not all EFL textbooks contain cultural elements, it is the teachers' duty to search for extra materials that contain cultural elements (Dejarnette & Sudeck, 2016; Turkan & Celik, 2007). The importance of culture integration lies in informing learners about the attitudes and behaviors of native speakers that serve students' communicative needs. In order to integrate culture in teachers' classroom practices, EFL teachers should draw some goals.

In this respect, Seelye (1993) suggested that teacher should create a suitable atmosphere for EFL students to raise their interest and motivation toward foreign culture. In addition, teachers should raise students' awareness about the role of social factors such as, age, gender, social class and ethnicity and the influential role on how to use language. They should also, inform learners about the different language choices that native speakers employ in different situations. In other words, some language structure that may seem appropriate in certain situations may not be appropriate in other situations due to different factors like time, place and addresser. Moreover, there are several techniques for teaching culture. First, culture assimilators technique, which in most times a written passage that describes an incident or an interaction between native speakers of target language and EFL learners. Students are offered four possible interpretations of target language behavior and words. Then each student chooses only one option. In the second phase of this activity, a group discussion is raised between students and learners about the correct and wrong options (Wang, 2000).

Another known technique for teaching culture in EFL classroom is culture capsules. Taylor and Sorensen (1961) described this technique, as a brief oral presentation of the major difference exists between the target culture and students' native language that usually last for 10 minutes. Learners are asked for instance to talk about certain customs in foreign culture like greeting and highlight the differences and similarities between greeting in native culture and target culture. The application of this technique is usually accompanied by audio-visual aids. Culture clusters technique is introduced by classifying different capsules under one related topic (Yigit & Tatch, 2017). The teacher narrates to students the theme of the topic for instance; a culture cluster about education system of university could include the capsule how the system works and how to pass from one level to another, in addition to another capsule that deals with how someone is chosen to apply in university. It is worth to mention that Meade and Morian (2008) developed this technique.

Teachers' Practices

By using a questionnaire in an analytical descriptive research carried out by Sercu et al. (2005), teachers' perceptions towards the actual practices of teaching culture in EFL classrooms were elicited and reviewed. The participants came from seven varied European countries (i.e. Bulgaria, Mexico, Spain, Belgium, Poland, Greece and Sweden) so that comparisons are created applicably. The theme of cultural competence in EFL classes was fundamental. The study reported teachers' keenness on practices relevant to 'tolerance' as a crucial theme in teaching culture. Nevertheless, the participants viewed cultural teaching practices should be far away from info on politics or history.

Barocsi (2007) investigated EFL teacher classroom practices in Hungaria. The study aimed at eliciting beginner EFL teachers understating about how to conduct research in domain of teaching practices. The sample of the study consisted of one female trainee teacher, who was observed for 17 weeks. To collect data the researchers used semi structured interview through oral recording. The study reported that the trainee teacher faced many difficulties some are related to the process of searching in the field of teaching practices, other constraints are related to student's interest and motivation.

Caner and Subasi (2010) examined whether Turkey EFL teachers' beliefs affect their teaching practices. The sample of this study consisted of two teachers at primary level education. Researchers used a questionnaire and semi structured interview as a research tool of the study to check how teachers' beliefs effect on actual classroom practices. The study reported the two teachers took in consideration several

factors that help students learn better such as age, level and interest by applying variety of teaching activities like role-play, discussions and other appropriate materials that suit the context of teaching.

Luole and Baoqi (2011) investigated the teaching practices of EFL foreign teachers and students' responses in China. The study aimed at exploring teachers teaching methods in classroom. The sample of this study consisted of 20 participants, 10 foreign teachers and 10 Chinese students. To achieve the aim of the study, researchers used interviews to collect data from participants. Results of the study reported that foreign teachers should offer students good opportunities to practice authentic English as they should draw a clear curriculum for teaching.

Yoshihara (2012) explored teacher's beliefs and practices in ESL classes in Hawaii. The study aimed at checking how teachers imply their beliefs in their actual classroom practices. There ESL teachers participated in this study. The researcher structured an interview as a research tool to elicit teachers' beliefs as well as an actual classroom observation to see teachers' practices. The study reported that teachers' beliefs were related and dependent on their students' needs and wants. The study also reported that teachers' practices were a reflection of teachers' beliefs.

In order to know how teachers approach the teaching of culture in EFL classes, Gonen and Saglam, (2012) investigated the ways teachers of different backgrounds and with different perspectives integrate the teaching of target culture in EFL classes. For the purpose of the study, sixty participants from different countries were chosen as sample of the study. The participants were further divided according to their educational degrees. To achieve the aim of the study; both a questionnaire and an interview were used as research tools to evoke teachers' perspectives toward the teaching of culture in EFL context. The study revealed that even though teacher's perspectives slightly differ from each other, about 80 percent of teachers agreed on the essential role of culture in teaching EFL.

In Saudi Arabia, Litton (2012) examined the EFL teaching and learning practices of intermediate level. The aim of the study was to reveal the new and different ways of developing EFL teaching and learning practices. In this study, 380 students and 94 teachers participated in this survey. As for data collection tools, the researcher used questionnaires to collect data. The study reported that EFL classroom suffer from the absence of motivation in learning EFL. Results, also, revealed that the use of first language in EFL classes contributes in motivating students to learn English.

Chaves and Hernandez (2013) conducted a research that aimed at examining teaching methodological practices of EFL teachers in private and public schools in Colombia. The sample of the study consisted of 220 teachers: 131 from public schools and 89 from private schools. The research tools used in the study were, surveys and interviews. Results reported that most of teacher classroom practices were chosen according to the institution rules and actual classroom conditions.

Larenas, Hernandez and Navarrete (2013) studied EFL teachers' beliefs about the teaching and learning of English in public schools. The aim of the study was to identify the different beliefs of Chilean secondary school EFL teachers. To realize the purpose of the study, sixteen teachers participated in this study. For data collection, the researcher used both interview and survey statements distributed to the participant teachers. Results of the study reported that 66% of teachers agreed about the importance of using English in classroom teaching. Whereas 17% of them occasionally use it and 17 % never use English at all. Results also reported that majority of participants believed that teachers should vary their teaching activities and materials to make students comfortable in learning.

Rosario et al. (2015) investigated the effect of teachers' practices on EFL students' performance. The researchers examined the effect of five types of homework follow –up practices used by teachers (namely; checking homework completion, answering questions, checking homework orally, checking homework on the board and collecting and grading homework) for the aim of checking their influence on students' performance. The sample of the study consisted of 45 Portuguese EFL middle school teachers. Similar to the above-mentioned studies, researchers in this study used interviews as a research tool to collect data. Results reported that homework follow up practices have positive as well as negative impact on students' performance according to its type.

Hence, the current research examines EFL teacher's teaching practices in reading classes in order to pinpoint issues and challenges in teaching culture. In order to fulfill the purposes of the study, the current research answers the following question:

- How do Algerian EFL teachers teach the cultural elements in the secondary English Textbook?

This study is significant as it identifies EFL teachers' real classroom practices in teaching varied cultural themes semantically and pragmatically. This study is limited to the analysis of cultural elements of Algerian EFL teachers. The analysis is limited only to eight cultural categories following Byram's (1993)

content analysis checklist; namely, cultural identity and social group, social interaction, beliefs and behavior, social and political institution, socialization and life cycle, national history, national geography and stereotypes and national identity. Furthermore, the study limits its generalization of the findings to the secondary stage teachers in the city of Guelma in the academic year of 2016/2017.

Method
Design
An analytical descriptive research design was followed to analyze the cultural content of Algerian EFL teachers' practices. This study was conducted by using qualitative observation checklist to measure how Algerian EFL teachers teach cultural components in textbooks at the secondary stage. Thus, the observation checklist yielded a full account of teacher's practices in teaching target culture(s).

Participants
The teacher sample was random as to account for more than half of school population under study (specifically; 8 schools) in the second semester at the academic year 2016-2017. However, the number of the English language secondary stage teachers in Guelma Directorate of Education schools, as it is not available in Guelma Directorate databases, so the researchers could not state their numbers. For the purpose of this study, a representative random school sample (by lot) was chosen. The participating school sample were chosen by putting names of all the schools that include secondary stage teachers at Guelma Directorate of Education in a basket and choosing one school of the collection. Then, the researchers restored the chosen school name to the basket; in order to maintain the same chances for all schools to participate in the study. Eventually, fifteen teachers were observed in eight (8) secondary schools; involving 15 (10 female & 5 male) teachers (see Appendices A and B). In the present study, the secondary stage was selected as it is the last stage and expected that the textbooks may integrate various cultural representations throughout extensive reading texts. From now, the present study takes into account to what point the textbook cover cultural aspects into the textbooks design; and how such representations are actually taught by EFL teachers. It is expected that students at the end of this stage (i.e. the secondary stage) to fulfill the learning outcomes stated by the Algerian curriculum guidelines.

Research Tools
To fulfill the purpose of the study the following research tools were used An Observation Checklist. The checklist contributed to in investigating the teaching practices of EFL secondary school teachers. Parallel to the content analysis checklist, the observation checklist was also adopted from Byram (1993). Moreover, the checklist included fifteen items. The two first items used to inquire about whether teachers teach cultural aspects explicitly or implicitly. Items from 3 to 5 related to teaching methods such as, varying teaching methods in introducing culture and using role play to discuss cultural issues. However, items from 6 to 10 concerned with integrating cultural elements in teaching, referring to local and foreign culture elements in teaching classes and calling EFL learners' attention to native speakers attitudes. Items 11 and 12 elicited information about whether teacher prepare lessons before introducing cultural aspects or teach without any preparation. Finally, Items 13 to 15 related to informing EFL learners on the political and social setting of native speakers as well as motivating them to learn English, at the same time, encouraging learners to praise their local culture and appreciate it.

In order to establish the Inter-rater reliability of the observation checklist, one of the researchers asked another English language teacher to observe ten class sessions with him. Firstly, the researcher told him about the purpose of the study, and then the researcher trained him to be able to observe the actual use of English language teachers. The researcher took the checklists filled by the second observer and himself and calculated the frequencies of agreement and disagreement between them. In this way, the researcher examined the consistency coefficient between the second observer and himself. The researcher used Cronbach's alpha to calculate the reliability coefficient. According to the percentage of Cronbach's alpha between the second observer and the researcher, the agreement coefficient was measured as 83%, which was educationally acceptable. This showed that the research tool used by one of the researchers was reliable.

For this study, two raters (namely; the researchers) observed all listening classes (Intra-rater reliability). Prior to field observations, the researchers viewed and audio-taped two lessons for teachers who were not subjected in the study. The audio tapes were then transcribed and coded for the strategy used by the teachers and their students. The strategies were analyzed two weeks later, again assessing for the extent

to which they use these strategies asses the intra-rater reliability. The researchers' average intra-rater reliability for the two classes was calculated as 0.88 (Spearman's coefficient correlation).

Observation Schedules and Content Analysis

The following Tables (1 and 2) show the name of the visited schools and the names of the observed teachers along with date and lesson specifications. The observation included 15 teachers at 8 schools. That is, the number of the observed lessons was that of 90 hours. More specifically, the observation started on the Thursday 2nd of February and was completed on the Monday 6th of March.

Table 1.
Observation Schedule of Female Participants and their Schools

No	School	Day & date of visit	Teacher's name	Lessons details
1	Mahmoud ben Mahmoud	Thurs. 2nd Feb/2017	Himoud Aggoune	3rd & 1st year Unit 3 sequence 1 Listen and consider
		Sun. 5th Feb/2017	Himoud Aggoune	3rd & 1st year Unit 3 sequence 2 read and consider / reading & writing
2	Chaalal Mesoud	Mon.6th Feb/2017	Salah SalahYakout TirMeriem	1st, 2nd & 3rd year. Unit 3 sequence 3 listening and speaking/ developing skills/putting things together
		Tues.7th Feb/2017	Salah SalahYakout TirMeriem	1st, 2nd & 3rd year. Unit 3 sequence 4 consolidation and extension / Where do we go from / reading and writing
3	Ben Mars	Wed. 8th Feb/2017	Seridi Saadi	1st, 2nd & 3rd year. Unit 4 sequence 1 discovering language /Listen and speaking /Listen and consider
		Thurs. 9th Feb/2017	Seridi Saadi	1st, 2nd & 3rd year. Unit 4 sequence 1 discovering language / listening and speaking/Listen and consider
4	1 November	Sun.12th Feb/2017	Medjalekh Boumaaza	1st, 2nd & 3rd year. Unit 3 sequence 3 listening and speaking/ developing skills/putting things together
		Mon. 13th Feb/2017	Medjalekh Boumaaza	1st, 2nd & 3rd year. Unit 3 sequence 4 consolidation and extension / Where do we go from / reading and writing
5	Lycee Nouveaux	Tues.14th Feb/2017	Khalfallah Oumeddour	1st, 2nd & 3rd year. Unit 4 sequence 1 discovering language /Listen and speaking /Listen and consider
		Wed. 15th/2017	Khalfallah Oumeddour	1st, 2nd & 3rd year. Unit 4 Sequence 2 read and consider/ developing skills / reading and writing.

Table 2.
Observation Schedule of Male Participants and their Schools

No	SCHOOL	Day & date of visit	Teacher's name	Subject matter
6	Lycee Bourouayeh	Sun 19th Feb.	Djaghout HazemSalim	1st, 2nd & 3rd year. Unit 3 sequence 4 consolidation and extension / Where do we go from / reading and writing
		Wed 22th Feb	Djaghout HazemSalim	1st, 2nd & 3rd year. Unit 4 sequence 1 discovering language /Listen and speaking /Listen and consider
7	Lycee Frere Bensouileh	Sun 26th Feb	Shadli Beldjazia	1st, 2nd & 3rd year. Unit 4 sequence 3 Putting things together/developing skills /Listening and speaking.
		Mon 27th Feb	Shadli Beldjazia	1st, 2nd & 3rd year. Unit 4 sequence 3 Putting things together/developing skills /Listening and speaking

| 8 | Lycee OuedMaiz | Sun 5th March | Fadel Bilal (part time teacher) | 1st& 2nd year. Unit 3. Sequence 2 developing skills/reading and writing. |
| | | Mon 6th March | Fadel Bilal (part time teacher) | 1st& 2nd year. Unit 3. Sequence 2 developing skills/reading and writing. |

Initially, a content analysis of the cultural themes represented in EFL Algerian textbooks was considered. The content analysis checklist contained eight categories namely; social identity and social groups, social interaction, belief and behavior, social and political institutions, socialization and life cycle, national history, national geography, stereotypes and national identity. Each textbook contained was content analyzed; the following Table which demonstrates the frequencies and percentages of target cultural themes represented in *At crossroads* textbook.

Table 3.
The Frequencies and Percentages of At Crossroads Textbook

Categories	Sequence one/Listening and speaking		Sequence two/reading and writing		Sequence three/ developing skills		Sequence four/consolidation and extension		Total	
	N	*%*	*N*	*%*	*N*	*%*	*N*	*%*	*N*	*%*
1.Social identity and social groups										
Social class	-	-	-	-	-	-	-	-	**-**	**-**
Regional Identity	2	2.06	1	1.03	1	1.03	3	3.10	**7**	**7.22**
Ethnic minority	-	-	1	1.03	-	-	1	1.03	**2**	**2.06**
2.Social interaction										
Differing levels of formality	1	1.03	2	2.06	2	2.06	2	2.06	**7**	**7.22**
Greeting	-	-	-	-	1	1.03	1	1.03	**2**	**2.06**
Gender	-	-	1	1.03	1	1.03	1	1.03	**3**	**3.10**
3.Belief and behavior										
Moral, religious beliefs	-	-	-	-	1	1.03	2	2.06	**3**	**3.10**
Daily routines	-	-	1	1.03	-	-	1	1.03	**2**	**2.06**
4.Social and political institutions										
State	-	-	2	2.06	-	-	2	2.06	**4**	**4.12**
Health care	3	3.10	-	-	1	1.03	2	2.06	**6**	**6.19**
Law and order	-	-	1	1.03	-	-	1	1.03	**2**	**2.06**
Social security	1	1.03	-	-	1	1.03	-	-	**2**	**2.06**
Local government	2	2.06	-	-	1	1.03	-	-	**3**	**3.10**
Community service	-	-	1	1.03	1	1.03	-	-	**2**	**2.06**
Business and industry	3	3.10	2	2.06	1	1.03	-	-	**6**	**6.19**
5.Socialization and life cycle										
Family	-	-	1	1.03	2	2.06	1	1.03	**4**	**4.12**
School	-	-	1	1.03	2	2.06	-	-	**3**	**3.10**
Employment	1	1.03	1	1.03		-	2	2.06	**4**	**4.12**
Media	3	3.10	2	2.06	2	2.06	2	2.06	**9**	**9.28**
Ceremonies	-	-	1	1.03	-	-	-	-	**1**	**1.03**
Art	1	1.03	1	1.03	1	1.03	1	1.03	**4**	**4.12**
Food	-	-	-	-	-	-	2	2.06	**2**	**2.06**
6.National history										
Historical events seen as markers of national identity	-	-	1	1.03	-	-	2	2.06	**3**	**3.10**
7.National geography										
Geographic factors seen as being significant by members	-	-	-	-	-	-	-	-	**0**	**0.0**
8.Stereotypes and national identity										

What is typical symbols of national Identity	1	1.03	1	1.03	1	1.03	-	-	**3**	**3.10**
Famous people	3	3.10	2	2.06	4	4.12	2	2.06	**11**	**11.34**
Famous monuments	-	-	-	-	1	1.03	1	1.03	**2**	**2.06**
Total	**21**	**21.65**	**23**	**21.71**	**24**	**24.74**	**29**	**29.90**	**97**	**100**

Table 3 shows that The theme of *famous people* which is including under stereotypes and national identity is the most frequent cultural theme in all content analyzed units of *At crossroads textbook* (namely; 3,2,4,2) presenting 11 frequencies of *famous people* with percentage of 11.34 in the textbook under the study.

Socialization and life cycle category is also frequent in *At crossroads* textbook. Within this category, *Media* is the most frequent comparing to others with number of 9 frequencies in all units of textbook (namely, 3, 2, 2, 2) with percentage of 9.28. *Family, employment* and *art* are ranked after *Media* in terms of frequency as they are present equally in all units of textbook (namely; 4, 4, 4).

The category of *Social and political institutions* is fairly frequent. *Health care* and *Business and industry* cultural themes are the more present themes under this category in *At crossroads textbook*. The number of frequency of each cultural theme is 6 which means 6.19 in terms of percentage. Whereas other cultural themes are less frequent in this category for example, the number of frequency of the theme of *State* is 4 i.e. 4.12 percent of the total presentation. Moreover, there was very little representation of other cultural themes such as: *local government, law and order, social security* and *community services,* which are represented respectfully (3, 2, 2, and 2).

Concerning cultural themes which are included under Social interaction category are reasonably present. *Differing levels of formality* theme characterizes seven frequencies in all the units of *At crossroads textbook. Gender* theme represents 3.10 percent of the total percentage following it *Greeting* theme with only 2 frequencies i.e. 2.06 percent. However, *Regional identity theme,* which is included under *Social identity and groups* category is moderately found in all units of the textbook characterizing seven frequencies distributed as follow; (2; 1; 1, 3). Whereas the of *Ethnic minority* is less frequent in *At crossroads* textbooks as it represents only 2.06 of total percentage.

There was less representation of *Belief and behavior* themes in *At crossroads* textbook. *Moral and religious beliefs* cultural theme characterizes only three frequencies. *Daily routine* theme is also less frequent which represent only 2.06 percent of the total representation. *National history* theme is the least frequent cultural themes in *At crossroads* textbook as it is not found in all units of the textbook, it represents only three frequencies. Concerning *national geography* theme comes at the end of rank, which is not found at all in *At crossroads textbook*.

The content analysis checklist and the teacher observation checklist were examined and validated by Algerian experts (Appendix B). The expert jury consisted of a number of university professors and educational supervisors to confirm whether the content of the tools help in achieving the purpose of the study (for names see Appendix B). The feedback provided by the jury helped in modifying the research tools.

Results and Discussion

The research question asks how Algerian EFL teachers teach the cultural elements in the secondary English Textbook. In order to answer this question, the researchers devised an observation checklist as adopted to observe teachers' actual practices in teaching cultural elements in EFL classes. The observation checklist contains fifteen statements and each of them tests specific issue. Table 6 demonstrates the frequencies and percentages of teachers' practices at each year of the secondary stage. The subsequent Tables show the analysis of the following years sequentially.

Table 4.
The Frequencies and Percentages of Teachers' Practices for the Secondary Stage

N.	Rank Order	Teacher actual performance	Year 1		Year 2		Year 3		Total	
			N	%	N	%	N	%	N	%
1	6	Teach cultural elements explicitly	12	2.4	7	1.4	10	2	29	5.9

2	4	Teach cultural elements implicitly	18	3.6	19	3.9	20	4	57	11.5
3	9	Facilitate complex cultural representations	8	1.6	5	1	10	2	23	4.7
4	7	Use variety of teaching Methods	8	1.6	8	1.6	8	1.6	24	4.9
5	14	Use role play and discussions to teach cultural topics	1	0.2	2	0.4	1	0.2	4	0.8
6	2	Integrate cultural elements in teaching	29	5.9	29	5.9	19	3.8	77	15.6
7	12	Discuss corresponding cultural elements in L1	5	1	6	1.2	6	1.2	17	3.4
8	13	Encourage learners to reflect on cultural differences	5	1	3	0.6	4	0.8	12	2.4
9	11	Inform learners about the values and attitudes of L2 native speaker	6	1.2	6	1.2	10	2	22	4.4
10	1	Include cultural elements in Teaching	29	5.9	29	5.9	30	6	88	18
11	5	Teach cultural elements with prior preparation	11	2.2	7	1.4	12	2.4	30	6
12	3	teach cultural elements without prior preparation	19	3.8	23	4.7	18	3.6	60	12.2
13	9	Inform learners on geography, history, social and political conditions of L2 country	6	1.2	6	1.2	11	2.2	23	4.7
14	15	Encourage learners to appreciate L1 culture	1	0.2	2	0.4	0	0	3	0.6
15	7	Increase students' motivation to learn the foreign language	8	1.6	8	1.6	8	1.6	24	4.9
		Total	166	33.7	160	32.4	167	33.9	493	100

Table 4 shows the rank order of EFL teachers' actual practices in Algerian secondary schools namely: the 1st year, 2nd year and 3rd year. The Table shows that *Including cultural elements in Teaching* occupies the first rank order of teachers' actual performance. This practice was the most frequent in all observed sessions with 88 frequencies, which represents 18 percent from the total representation of teachers' practices. Another similar practice that comes at the second position of rank order is *Integrating cultural elements in teaching* which seems to be present in all observed classes with 77 occurrences distributed as follow (29, 29, and 19). In terms of percentage it occupies 15.6 percent from the total percentage of teachers actual performance. Moreover, the Table shows that majority of Algerian EFL secondary school teachers teach cultural elements without prior preparation. Results indicated that the practice of *Teach cultural elements without prior preparation* represents 12.2 percent from the total of teachers practices. Concerning *teaching cultural elements implicitly* practice is frequently present in all the observed classes with 57 occurrences.

However, *teaching cultural elements with prior preparation* practice seems to have less number of occurrences of teachers' actual performance as it represents only 6 percent from the total percentage, that is to say, 30 frequencies in all the observed classes. While *teaching cultural elements implicitly* practice represents 11.5 percent of teachers' practices, *teaching cultural elements explicitly* practice represents only 5.9 percent of the total presentation, in which only 29 frequencies were observed in all classes. Moreover, at the seventh position of rank order came both *increase students' motivation to learn foreign language* and *using variety of teaching methods* practices. Algerian secondary school EFL teachers give a less focus to these practices in the three observed levels. Results reported that only 24 frequencies were found in all observed classes, that is to say, 4.9 percent of the total teachers' practices. Results reported that both *Facilitating complex cultural representations* and *Inform learners on geography, history, social and political conditions of L2 country* practices are less frequently observed in the three levels of secondary schools with 23 occurrences. Moreover, *Inform learners about the values and attitudes of native speakers* practice is also found with low number of frequencies, which represents only 4.7 percent of teachers' actual performance.

Results also showed that *Discussing corresponding cultural elements in L1* practice takes low rank order of teachers' actual performance, which represents only 3.14 percent, that is to say, 17 frequencies in all observed classes. Whereas, *encourage learners to reflect on cultural differences* practice comes at the

thirteenth rank order of teachers' actual performance as it is found with very low number of frequencies 12 in three observed levels. In terms of percentage, it occupies only 2.4 percent from the total representation. The last, but one ranked practice, is *use role play and discussions to teach cultural topics*. It is barely observed practice, which represents only 0.8 percent of total teachers' performance, in terms of frequencies only 4 occurrences of this practice in all observed classes. Finally, the least frequent practice is *Encourage learners to appreciateL1 culture* which was not present in all observed classes, it characterizes only 3 occurrences in three observed levels that is to say, it represents only 0.6 percent of the total representation of teachers' actual performance.

More specifically, a detailed account of observation per year is illustrated in Tables 5, 6 and 7.

Table 5.
The Frequencies and Percentages of First Year Teachers' Observation Analysis

N	Rank Order	Teacher actual performance	Session 1 N	Session 1 %	Session 2 N	Session 2 %	Session 3 N	Session 3 %	N	%
1	5	Teach cultural elements explicitly	5	3.2	3	1.9	2	1.3	10	6.4
2	4	Teach cultural elements implicitly	4	2.5	5	3.2	7	4.5	16	10.2
3	8	Facilitate complex cultural representations	4	2.5	2	1.3	2	1.3	8	5.1
4	6	Use variety of teaching Methods	3	1.9	3	1.9	3	1.9	9	5.7
5	14	Use role play and discussions to teach cultural topics	0	0	1	0.6	1	0.6	2	1.3
6	1	Integrate cultural elements in teaching	9	5.7	9	5.7	9	5.7	27	17.2
7	12	Discuss corresponding cultural elements in L1	1	0.6	1	0.6	2	1.3	4	2.5
8	12	Encourage learners to reflect on cultural differences	1	0.6	1	0.6	2	1.3	4	2.5
9	10	Inform learners about the values and attitudes of L2 native speaker	2	1.3	2	1.3	3	1.9	7	4.5
10	1	Include cultural elements in Teaching	9	5.7	9	5.7	9	5.7	27	17.2
11	8	Teach cultural elements with prior preparation	3	1.9	2	1.3	3	1.9	8	5.1
12	3	teach cultural elements without prior preparation	6	3.8	7	4.5	6	3.8	19	12.1
13	10	Inform learners on geography, history, social and political conditions of L2 country	2	1.3	2	1.3	3	1.9	7	4.5
14	15	Encourage learners to appreciate L1 culture	0	0	0	0	0	0	0	0.0
15	6	Increase students' motivation to learn the foreign language	3	1.9	3	1.9	3	1.9	9	5.7
		Total	**52**	**33**	**50**	**32**	**55**	**35**	**157**	**100**

Table 5 shows the rank order of Algerian first year secondary stage EFL teachers' actual performance. Integrating cultural elements in teaching practice is ranked at the top of teachers' actual classroom practices as it is ranked first with 27 frequencies and 17.2 percentage. After that, *teach cultural elements without prior preparation*, it represents 12.1 percent of the total teaching practices. While *Teaching cultural elements implicitly* takes somehow big portion of percentage of teachers' classroom performance. It presents 10.4 percent, that is to say ranked number 4. *Teaching cultural elements explicitly* comes at the fifth rank order with percentage of 6.4. Other teaching practices like, u*sing variety of teaching methods* and *increasing students' motivation* to learn foreign language are not found to be used and appreciated by teachers as they are ranked at 6 position with percentage of 5.7.

Moreover, *facilitating complex cultural representations* and *teaching cultural elements with prior preparation* practices take lower percentage of teachers' practices. Concerning the practice of *informing learners of the values and attitudes of native speaker* along with *informing learners on the geography, history, social and political condition of L2 country* are classified among the lowest ranks of teacher performance since they represent only 4.5 percent of the total sum of percentage. Only 2.5 percent of teachers' performance is reflected in encouraging learners to reflect upon cultural differences and discussing corresponding cultural elements in L1 teaching practices. The last but one ranked practice is using role-play and discussion to teach cultural elements it represents only 1.3 percent that is to say ranked

number 14. The lowest ranked practice is encouraging EFL students to learn L1 culture, which does exist in teachers' actual performance.

Table 6.
The Frequencies and Percentages of Second Year Teachers' Observation

N	Rank Order	Teacher actual performance	Session 1		Session 2		Session 3		Total	
			N	%	N	%	N	%	N	%
1	7	Teach cultural elements explicitly	4	2.5	-	-	4	2.5	8	5.1
2	3	Teach cultural elements implicitly	7	4.4	8	5.1	7	4.4	22	13.9
3	8	Facilitate complex cultural representations	1	0.6	1	0.6	5	3.2	7	4.4
4	9	Use variety of teaching Methods	2	1.3	2	1.3	2	1.3	6	3.9
5	14	Use role play and discussions to teach cultural topics	1	0.6	-	-	-	-	1	0.6
6	4	Integrate cultural elements in teaching	10	6.3	10	6.3	-	-	20	12.6
7	6	Discuss corresponding cultural elements in L1	4	2.5	3	1.9	2	1.3	9	5.7
8	12	Encourage learners to reflect on cultural differences	4	2.5	1	0.6	-	-	5	3.1
9	13	Inform learners about the values and attitudes of L2 native speaker	-	-	-	-	4	2.5	4	2.5
10	1	Include cultural elements in Teaching	10	6.3	10	6.3	11	7	31	19.6
11	5	Teach cultural elements with prior preparation	4	2.5	1	0.6	5	3.2	10	6.3
12	2	teach cultural elements without prior preparation	7	4.4	10	6.3	6	3.9	23	14.6
13	9	Inform learners on geography, history, social and political conditions of L2 country	1	0.6	1	0.6	4	2.5	6	3.9
14	15	Encourage learners to appreciate L1 culture	-	-	-	-	-	-	0	0.0
15	9	Increase students' motivation to learn the foreign language	2	1.3	2	1.3	2	1.3	6	3.9
		Total	**57**	**36**	**49**	**31**	**53**	**33**	**158**	**100**

Table 6 shows the frequencies and percentage of second year EFL teachers' practices of teaching cultural elements. Again, the most frequent practice is *Include cultural elements in teaching*. This practice occurred 31 frequencies in all observed classes of second year level; these frequencies are distributed as follow: 10, 10 & 11. It represents 19.6 percent of the total teachers' actual performance. Moreover, *teach cultural elements without prior preparation* is less frequent practice in the observed classes. It characterizes 23frequencies, that is to say, it represents 14.6 percent of the total representation. Another less frequent practice is *teach cultural elements implicitly* which is found to be present in all observed classes with 22 occurrences that is to say, 13.9 percent of total percentage of teachers' actual performance. Moreover, at the forth rank order of teachers' actual practices comes *Integrate cultural elements in language teaching*. The number of frequencies of this practice is 20 occurrences in all the attended classes, thus, it represents 12.6 percent of the total percentage. Concerning *teach cultural elements with prior preparation* is characterized with few numbers of frequencies -10 occurrences -compared to *teach cultural elements without prior preparation*. It represents only 6.3 percent of the total presentation of teachers' actual classroom performance.

Moreover, among the least frequent practices throughout the observed classes is *discussing corresponding elements in L1*. It occupies the sixth rank order of teachers' practices as it is characterized only with 9 frequencies and with 5.7 percent of the total representation. The observation of teacher actual performance revealed that *teach cultural elements explicitly* is less frequent practice with only 8 frequencies found in first, third sessions, and not observed in second session. The observation also revealed that *facilitate complex cultural representations* is less frequent practice with only 7 occurrences. Three different teachers practices are classified in the same rank order of teachers practices namely, *use variety of teaching methods*, *increase students motivation to learn foreign language* and *Inform learners on geography, history, social and political conditions of L2 country* they are all characterized by 6 frequencies

for each practice , that is to say, only 3.9 percent of representation. *Encourage learners to reflect on cultural differences* is also classified among less frequently observed practices. It represents only 3.1 percent of representation. This practice is found to be absent from some observed classes. Comes after that, the practice of *inform learners about the values and attitudes of L2 native speaker* scored only 4 occurrences which are observed only in one session and absent from other sessions. The least frequent practice is the *use role play and discussion to teach cultural topics*, which is barely observed, as it is characterized only by one frequency in all observed classes. In terms of percentage, it represents only 0.6 percent of the representation. The observation revealed that *Encourage learners to appreciate L1 culture* practice unfortunately was not observed at all, with zero frequency in all observed classes.

Table 7.
The Frequencies and Percentages of Third Year Teachers' Observation

N	Rank order	Teacher actual performance	Session 1		Session 2		Session 3		Total	
			N	%	N	%	N	%	N	%
1	6	Teach cultural elements explicitly	3	1.7	4	2.2	4	2.2	11	6.1
2	3	Teach cultural elements implicitly	7	3.9	6	3.4	6	3.4	19	10.7
3	11	Facilitate complex cultural representations	3	1.7	2	1.1	3	1.7	8	4.5
4	9	Use variety of teaching Methods	3	1.7	3	1.7	3	1.7	9	5.1
5	15	Use role play and discussions to teach cultural topics	0	0	1	0.6	0	0	1	0.6
6	1	Integrate cultural elements in teaching	10	5.6	10	5.6	10	5.6	30	16.9
7	12	Discuss corresponding cultural elements in L1	0	0	2	1.1	2	1.1	4	2.2
8	13	Encourage learners to reflect on cultural differences	0	0	1	0.6	2	1.1	3	1.7
9	6	Inform learners about the values and attitudes of L2 native speaker	4	2.2	4	2.2	3	1.7	11	6.1
10	1	Include cultural elements in Teaching	10	5.6	10	5.6	10	5.6	30	16.9
11	5	Teach cultural elements with prior preparation	4	2.2	4	2.2	4	2.2	12	6.7
12	4	teach cultural elements without prior preparation	6	3.4	6	3.4	6	3.4	18	10.1

    Table 7 is concerned with showing the number of frequencies and percentage of third year secondary stage EFL teachers 'actual performance. Like first- and second-year observation practices, *including cultural elements in teaching* and *integrating cultural elements in language teaching* are the most frequently observed practices in third year classes. The number of their occurrences is 30 frequencies distributed equally in all observed classes namely, 10,10 &10 with percentage of 16.9 of the total presentation. *Teach cultural elements implicitly* is a fairly frequent practice that most third year teachers follow. Nineteen frequencies are observed in all observed classes, that is to say it occupies 10.07 percent of the total presentation. While *teaching cultural elements without prior preparation* practice is ranked in the fourth position, which is found to be present with 18 occurrences in all attended classes, tea*ching cultural elements with prior preparation* practice takes number five rank order with percentage of 6.7 of the total presentation of teachers' actual performance. *Teach cultural elements implicitl*y and *inform learners about the values and attitudes of L2 native speaker* are also present in all observed classes with 11 frequencies for each practice. With less number of frequencies, *Inform learners on geography, history, social and political conditions of L2 country*" practice is ranked at eighth position of rank order with only 10 occurrences in all attended classes. In terms of percentage it represents only 5.6 of the total representation. Moreover, *Use variety of teaching methods* and *increase students' motivation to learn the foreign language* characterizing only 9 frequencies in all third year observed teachers with percentage of 5.1 percent. Therefore, all observed teachers did not seem to apply *Facilitate complex cultural representations* practice in their teaching practices, which represents only 8 occurrences in all attended classes. The same was observed about *Discussing corresponding cultural elements in L1*practice, which is less frequently observed as it

occupies only 2.2 percent of the presentation. This practice was not present in all attended classes. The last but one ranked practice are *encourage learners to reflect on cultural differences* and *encourage learners to appreciate L1 culture* they characterize only 3 frequencies and 1.5 percent of the total representation. Finally, the least frequently observed practice is *use role play and discussions to teach cultural topics* with only one frequency marked, this practice was not observed in all attended classes. The percentage of representation of this practice is 0.6 percent.

To review, the research question asks how Algerian EFL teachers teach the cultural elements in the secondary English Textbook. The purpose of this question is to examine some of teachers' practices in EFL classroom. Fifteen teachers were observed for 90 hours of teaching, a "high" percentage of integrating cultural themes in EFL teaching was revealed. The study also reported that teacher practice which is reflected in *teaching cultural themes without prior presentation* is very frequently observed and it represents 12.5 percent of the total percentage. In *teaching obligation and prohibition* lesson almost all observed teachers demonstrated that they did not prepare some cultural topics related to this lesson for instance eating habits in different countries. Concerning *teaching cultural elements explicitly or implicitly,* the reported teachers' practices were ranked 5 indicating that they are fairly frequent practices in terms of culture teaching. In other words, this practice depends on teachers' preferences and attitudes from one side and on the type of the cultural theme and teaching method from another side.

The results concerning *discuss corresponding cultural elements in L1* and *encouraging EFL learners to reflect upon cultural difference* were found to be classified in the pre-ultimate rank of teachers' actual practices. More specifically and while observing teachers' practices, the researchers noticed that teachers rarely tend to call learners' attention to what makes EFL culture different from Algerian Arabic culture. For example, no attempts were made to compare clothing style of native speakers with clothing norms in Arabic Islamic culture. What' more, the least frequent practice which states *encouraging learners to learn L1 culture* was not observed in all teachers who participated in the study. In other words, despite the fact that cultural topics are so available in this sense, no single 'observed' teacher has informed his students on the importance of reading and learning L1 culture.

In addition, the teachers' observation also revealed some facts about teachers' actual teaching practices by giving statistics about different teaching practices measured in this study. Results demonstrated the importance of teaching culture in EFL context. This is in congruence with the findings obtained by Khemies (2014) and Aitaissa (2016) respectively. Similarly, James (2018) and Adaskou, Britten and Fahsi (1990) exploited the role of the teachers' attitudes towards a given language textbook and how they impact on its effectiveness.

According to Nelson (1988), the English language culture is integrated in textbooks in all over the world. However, when it comes to teachers' practice, rhetoric is established regarding their attempts to transmit cultural diversity! One possible explanation; the Algeria's culture is built on four basic dogmas: Islam, Arabism, affiliation to Africa, in addition to Tamazight, a key component that was previously -till 2002- ignored (Boukrouh & Kessab, 2011). No doubt that its history is a troubled one; thus, teachers practices along with textbooks need to acculturate students properly.

Conclusions and Recommendations

The findings obtained by the present study confirm Ahmed and Shah's (2014), Palaiologou and Gialamas (2015), Andrews' (2017) (results regarding the inclusion of culture in language classrooms. The analysis of the textbooks indicated that textbooks in focus followed categories of integrating culture and in varying degrees. Data obtained from the observations field notes, likewise, reported that there are great opportunities for the teachers in focus to infuse cultural themes in class. However, teachers in focus failed to create conditions for L1 culture as it does exist in teachers' actual performance. That is, the study reported no single occurrence of L1 culture; neither in textbooks nor in teachers' practices. Including tangible activities in L2 my foster students' awareness of his\her own culture as well.

Based on the findings that the current study revealed, the researchers recommend that teachers should first, recognize the importance of culture in learning English as foreign language, they should bear in mind that it is the fifth language skill, in addition to have a knowledge about other cultures. Additionally, further research steered towards designing training programs for teachers are highly recommended which, in turn, may enhance their teaching practices.

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