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The Place of Culture in Algerian ELT Middle School Textbooks

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Abstract:

This paper aims to describe the teaching practices in middle school and to analyse them in an attempt to understand teachers' reluctance to teach culture, with reference to *On the Move* ELT coursebook. It explores the attitudes of English language teachers towards cultural components inserted in textbooks and how they address them in class. Data analysis revealed that there was a discrepancy between the English Language Teaching curriculum and the teacher' practices in the classroom. Besides to a number of obstacles that lay behind teachers' reluctance to teach culture, in general, lack of training seems to have a great share in their inability to devote the time required to deal with cultural components in EFL teaching.

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Introduction

In general, education is regarded as the mechanism by which an individual is produced for society. If the process is successfully carried out, learners will contribute to the creation of the values of social life of the society to which they belong. Consequently, in all countries, it is natural that language teaching programs aim to train teachers to pave the way for their learners to become good citizens. However, teacher training programs are frequently found to lack emphasis on cultural instruction that develops this aspect. In addition, some teachers are, seemingly, unable to point out to their students the targeted cultural element. In this regard, Lafayette (1988) found that teachers expend the largest amount of time and effort teaching grammatical and lexical language elements, leaving culture as the weakest aspect of the curriculum. Fantini (1997), argues that educators perceive culture as complementary or incidental to "the real job" (Fantini, 1997, p.10). In reality, are teachers aware of the strengths of the textbooks' cultural components?

The present article aims to increase teachers' sensitivity towards the significance of teaching culture in English language teaching (ELT) in general and in EFL teaching in particular. It is alleged that English language teachers at Middle School neglect this aspect in their practices owing to several reasons. Thus, this study attempts to shed light on teachers' resistance or reluctance to incorporate cultural features in their lessons, with reference to reform guidelines entitled Second Generation Programs that insist on culture integration in the teaching of the English Language at Middle School (Support Documents published by the Ministry of National Education (2016, p.115). The study will also scrutinize 4th year Middle School "On the Move" Textbook content in terms of cultural dimension to find evidence.

Background to the Study

Although the importance of integrating culture into language may seem obvious, studies have shown that Language Teachers (LT) are more interested in the practical aspects of communication. In other words, considering teachers' reluctance to integrate cultural components into English language classrooms, one may say that the role of culture in English language education is not well recognized. In this context, Gonen and Saglam, (2012) pointed out that "the importance of teaching culture as part of language research is still overlooked by teachers in various classrooms in different parts of the world".

The incorporation of culture in education has witnessed a number of ideologies. At its core, the goal of studying a second or foreign language was to

gain access to the great literary masterpieces of civilization. In the sixties, with the goal of "understanding cross-cultural contact" (Nostrand in Lessard-Clouston, 1997), a new vision for Second Language (SL) and Foreign Language (FL) teaching arose. Teaching culture was not only aimed at researching the target culture's literature, but more specifically at encouraging language learning.

With the advent of the communicative approach to language teaching in the early 1980s, this vision was reinforced because both viewpoints were aimed at encouraging the incorporation of culture into language learning. The early 1970's saw a change in the foreign language field, mainly marked by the reform of institutional methods such as the Grammar Teaching Method (GTM) and the Audio-Lingual Method. In this regard, Byram, (1991), believes that "language should not be learned, but it should be taught and spoken" (p.13). Inevitably, language teachers should be equipped with the communicative competence of the target language so that students can gain access to educational or economic opportunities within the target language environment. Likewise, according to Risager (1991), it is not merely a matter of learning the grammar and lexis to address a native speaker. It does, however, involve an ability to behave in real-life situations, which means a connection to certain elements of culture.

In the last decade, for the sake of establishing a certain number of universal values to facilitate the communicative competence and cross-cultural comprehension of learners, scholars have realized the importance of incorporating cultural components in language teaching. Byram, (1997), claims that language not only transmits knowledge but creates and maintains relationships. The efficacy of communication therefore depends on the use of language to illustrate, for example, politeness, rather than a 'productive' quantity of words full of knowledge.

The Power of Language Teaching Textbooks

Textbook is a material used for systematic study of a subject as a regular source of knowledge and an instrument for teaching and learning. A well-designed textbook is a valuable resource for teachers and students alike. It serves as the basis for the majority of learners receiving language feedback and the language practice that happens in the classroom. Textbook offers exercises, conversational passage, pronunciation drill, etc.…According to Warkick (2010), these offers can help to improve the students' communication skills.

Intercultural competence has become increasingly important in recent years for interaction, whether in the workplace, at home or on the street. It helps both long-lasting relationships and group social events to be sustained (Benahnia,

2012). The best vectors that open large doors for learners to explore other cultures are by no means textbooks. Acquiring inter-cultural competence (ICC) then extends the experiences of learners to move on to communication with each other. Language learning/teaching is now determined in terms of cultural terms. The aim is the development of the learners' intercultural competence instead of striving for the native speaker linguistic competence (Atamna Elkheir, 2016).

In Algeria, the latest reform initiated by the Ministry of National Education has shown a shift towards a more transparent approach by applying English Language Teaching (ELT) to the teaching of cultural elements of local and international cultures. This fresh trend puts an end to the unjustified fear of acculturation of learners when exposed to international culture. As a result, since 2001, the Ministry of National Education has decided to adopt a new education teaching method called "Competency-Based Approach (CBA)." It refers to the teaching/ learning theory that focuses on gaining skills for the communicative intent of using language. The method states:

A know how to act process which interacts and mobilizes a set of capacities skills and an amount of knowledge that will be used effectively in various problem-situation or in circumstances that have never occurred before. (Support Document, p.4)

The problem-solving situation is a learning situation where only if the learner reorders the puzzle in a specifically defined representation or acquires an ability to overcome an obstacle or an enigma proposed to the pupil to be untied. It requires more than one form of information. It is, however, only successful if the pupil resolves the cognitive imbalance (this is what Vygotsky called a ZPD (Zone of proximal development). The instructor plays the role of the learning situation's mediator and regulator.

The curriculum highlights the goals to be taken into account by the instructor during the course. In order to create a new atmosphere for themselves and for their students within the CBA, teachers have to rethink their teaching procedures, strategies and motives. The teacher's new task now consists of encouraging the student to better put learning techniques into effect, make use of them, build up his knowledge through discovery, and solve problems with less teacher involvement. In this view, the instructor must not only assist the student in the processing of information, teach him learning strategies, but also teach him to assess the use of these strategies by providing him with sufficient means to re-adjust their use. In reality, the instructor no longer spends hours teaching a given subject, while the learners try to store the information they receive in class for

future evaluation. The teaching method will basically be focused on placing the learner in different circumstances and contexts that, as the course progresses, become more and more complex.

V. On the Move ELT Textbook

The 1980's saw the emergence of the first Algerian textbooks which introduced some national cultural elements and a few pedagogical reforms (Hamada, 2011). The Notional/Functional and communicative trends in language teaching started to take form in Algerian textbook design by introducing a communicative purpose and a culturally biased content (Hutchinson & Torres, 1994)

The On the Move English language coursebook for Middle School (MS, henceforth) learners has been among a series of Algerian ELT textbooks that witnessed the shifting and evolving attitudes of Algerian textbook designers towards both the national and target community. Such attitudes tend to be a reaction to certain negative attitudes towards cultural material arising from an apparent "reluctance" to embrace inter-cultural acceptance. In other words, it seems like designers are increasingly heading towards an intercultural viewpoint like takes care of local and international cultures.

Integrating culture in 4MS Textbook is facilitated by reading texts aimed at cultivating attitudes of openness to promote the intellectual curiosity of learners towards other nations. The striking point is that values expected to be inculcated are not clearly expressed. In the following extract from a conversation taking place in a restaurant between a waiter and a customer, the learners are asked to render the expressions used by both of them more polite (*On the Move*, Task 1, p. 36).

Waiter: *Yes? What do you want to eat?*

Customer: *Fillet steak with vegetables and French fries.*

Apart from the fact that the request "What do you want to eat?" sounds grammatically correct, but culturally it is inappropriate. The request would be expressed more politely in an authentic situation. A polite waiter would rather use, for example, the expression: "Are you ready to order, sir/ madam?" Also, the customer ought to reply: "Yes, I'd like a fillet steak, with vegetables and French-fried potatoes", which sounds more polite. In File one page 37 (Reading and Writing, Task 1), learners are introduced to the culture of an Asian English-speaking country, Nepal. Although the learners are not familiar with its culture, they are helped to speak appropriately about its religion and people's lifestyles through the interpretation of some facts related to both communities that make up

Nepal, namely the Hindus and the Muslims. The aim is to acquaint them with the people's cultural practices in the other culture and to develop their intercultural communicative competence through the development of their cultural awareness.

1. Authentic texts

Authenticity is often considered as being synonymous with genuineness, realness, truthfulness, validity, reliability, and legitimacy of materials. Being a source of motivation, authentic materials including written or oral ones "are helping to bridge the gap between classroom knowledge and student's capacity to participate in real-world events" (Wilkins, 1976, p.79). Therefore, the need to develop students' skills for the real world requires from teachers to simulate this world in the classroom.

On the Move textbook embodies a significant number of authentic and non-authentic texts chosen from real life and extracted from authentic materials under a multitude of different text types. This includes letters, on page 77, poems and songs, such as the lyrics of songs by Louis Armstrong, the Beatles, Bob Dylan, and the Beatles again (On the Move, pp. 82, 116, 164).

Designers used a range of strategies ranging from the use of authentic documents, activities, environments and characters to the use of realistic images and contemporary knowledge provided by the internet to improve the motivation of learners. The aim of introducing authentic materials is to equip learners with the necessary information and knowledge, as it is the case with food-related texts, to be able to understand other people's cultural practices.

2. Authentic characters

According to sociolinguists, all communities that make up a society must be portrayed by textbooks, taking into account their use of language in various ways: knowledge on the target community's history, and genuine conversations and written texts that illustrate their socio-cultural background. Teachers should, therefore, approach these characters from various angles. Fight against segregation, peace, understanding and recognition of others or personalities known for their nationalism, as holders of ideologies, i.e., global thinkers whose ideas have had a positive impact on societies and heroes known for their acts for the good of humanity and society as a whole.

The cultural analysis carried out showed that the characters and figures in the examined textbook are real and belong to various nationalities (Algerian, American, Indian, Martin Luther King, Mahatma Gandhi, etc.). Each of them serves as a transmitter of a specific ideology and is often recognized as a symbol of the cultural component granted, such as tolerance and non-violence. The goal

of integrating characters and figures from various nationalities is to make it possible for learners to understand this cultural diversity, which enables them to create international knowledge by comparing and contrasting these foreign cultural values with their own, fostering tolerance, openness, peace.

VI. Research Methodology

The research method of the present work is meant to be descriptive in nature combining mixed tools, namely, a questionnaire instrument and a lesson observation grid to evaluate teachers and pupils' performance in a real lesson classroom context, and an evaluation of cultural items inserted in 4MS textbook.

1. Questionnaire

Questionnaires are proven to be effective tools in such type of research because the topic is closely related to the nature of the job of the targeted population. Byram (2003), 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" (cited in Dorney, 2003, p.3).

1.2. Participants' profile

Participants involved in the investigation are teachers of English working at Middle Schools in the region of Tlemcen. Most of them are confirmed teachers with a career ranging from 5 to more than 10 years. Respondents were asked to state their experience because it is common to say that the more experienced teachers are, the more competent they are. Moreover, they were asked to reveal their instructional degree given that the educational system in Algeria is composed of categories of teachers. Those holding certificates obtained in former Institutes for Education and Technology (ITE) are commonly called Professeurs d'Enseignement Moyen (PEM) generally skilled in teaching practices, besides to those holding University degrees obtained in Ecole Normale Superieure (ENS), pre-destined to teach the English language at High or Middle Schools. Thus, fifty (50) Middle School teachers of English language across the province of Tlemcen were submitted a questionnaire made up of 19 varied types of questions.

2. Classroom Observations

Classroom observation is meant to capture teachers' practices in the classroom. According to Wallace (1991), observational methods used mainly for qualitative research are aimed at investigating what happens in the classroom for the benefit of teachers' growth themselves. Indeed, it is important to describe the teacher and his or her contribution to the situation, the learners and their contribution (Allright, 1988). To obtain a fuller picture of the techniques used in

teaching cultural components to 4th year Middle School learners, I observed five English lessons in different Middle Schools across the province of Tlemcen. A grid of evaluation including relevant indicators is implemented during the process. Classroom observation in language teacher education is therefore necessary to go beyond a focus on techniques and strategies experienced teachers employ to develop a deeper understanding of how and why teachers teach the way they do (Djouimaa, 2011).

VII. The Findings

Investigation carried out to give evidence on a set of hypotheses put forward, such as teachers' lack of training might be at the origin of teachers' reluctance to teach culture, revealed significant findings. The following is a selection of the most striking points obtained both through the questionnaire and the classroom observations.

a. Lack of training on how to teach culture

Data derived from the questionnaire showed that training on how to integrate culture-related activities is a serious concern. The great majority of the respondents, (92%), (Q1), argued that they did not have any special training on how to approach cultural components in class. Moreover, the responses revealed that 80% of the participants could not identify the cultural feature expected to be tackled within a teaching file (Q9). In the same line, according to responses to (Q6) and (Q9), teachers found it difficult to identify the core values underlined in curriculum. To solve the situation, teachers often rely on their own assumptions by selecting to approach any cultural component. (See fig 1 below).

The results obtained through the grid of evaluation showed that culture concern was similar to most teachers. In fact, the five teachers did not state overtly in their lesson plans the cultural components inserted in the textbook (ind. 5). Consequently, they failed to teach the value implied in Curriculum. (See appendix).

Table 1. Teachers' lack of training on how to teach culture.

Q1. Did you take any training on how to teach culture?		Respondents	Per cent
Options	Yes	04	08%
	No	46	92%

Dahache (2020)

b. Lack of training on how to identify values inserted in the textbook

Results related to the hypothesis put forward as far as the nature of values teaching across 4MS Textbook, revealed that the process was difficult for most teachers. What explains the reason why lessons related to values teaching are often skipped or approached at the end of the sequence, as illustrated through answers to question 8 in the questionnaire? (See fig 2).

In another response, (Q16), few teachers only (30%) believed that culture teaching in middle school should focus on developing universal values. Consequently, very limited number of learners drew benefits from the effects of the values taught. This explains why learners don't show interest in cultural feature tasks, yet, they are often more dynamic in linguistic activities, as illustrated through the figures (60%) responses to (Q18).

Considering the grid of evaluation (see appendix), of classroom observation, I concluded that change in pupils' behavior cannot occur without suitable activities in class. It is clearly underlined through indicator 4 in the grid of evaluation that tasks fostering the value of tolerance are not given their due place during the five-classroom observation. More than that, the value of tolerance, expected to be approached, was completely neglected as shown in indicator 5 in lesson five. As a matter of fact, according to results brought by lesson 2 and 3, the learners were neither provided with appropriate situational contexts (ind.6), nor offered space to practice tolerance through interaction. Additionally, the questionnaire showed that textbook is amongst the effective materials teachers use to introduce culture.

Results drawn from both tools of investigation converged towards the conclusion that values teaching can change learners' behavior only if the corresponding cultural components are taught appropriately. (See table below).

Table 2. Lack of training on how to identify values inserted in the textbook.

Q2. How often do you approach a specific cultural component in your lesson?		Respondents	Per cent
Options	In every lesson	05	10%
	End of each file	30	60%
	Tutorial session	05	10%
	Never	10	20%

Dahache (2020)

c. Teachers 'attitudes towards teaching cultural components:

Actually, the hidden aim of this research work was whether EFL teachers were aware or not of the impact of cultural components incorporated in 4MS

Textbook. The aim was to confirm teachers' response related to their awareness of the importance of teaching cultural components as expressed previously. The data obtained confirmed the lack of training expressed in question 1 above; still, though the great majority believed that teaching cultural components was important, there was no evidence that they do teach them in class. Furthermore, only (20%) considered cultural components as being useless in EFL. More specifically, in a response to another question (Q4), half of the respondents believed that teaching culture had to focus more on acquiring universal values besides to foreign target language culture. Thus, in their responses to (Q3), almost all teachers (75%) were conscious of the significance of integrating cultural features into teaching and learning a foreign language what justifies their response positively to the significance of teaching culture. (See table 3 below).

Table 3. Teachers 'attitudes towards teaching cultural components.

Q3. How would you describe the teaching of cultural components in EFL at Middle School?		Respondents	Per cent
Options	Important	35	75%
	Optional	10	20%
	Useless	05	05%

Dahache (2020)

In another attempt to confirm the trend expressed earlier and see on the spot whether cultural components are inserted in practice, I went on during lessons observations seeking for more justification during post-class discussions and face-to-face interviews. Actually, the same opinion was expressed through the evaluation grid of classroom observations (ind.1) in which the five teachers referred to cultural features in their lesson plans, though in different ways. In other words, in the same context, teachers' performances during classroom observations confirmed to a great extent their awareness of values teaching dimension through inserting a variety of activities during the lessons, (ind.4, 5, and 8). (See appendix). Still, the question to be raised is whether they do inculcate the right value expressed in the textbook and curriculum.

d. Teachers' attitudes towards Competency-based Approach

It is important to know the extent to which the teaching approach under use in teaching EFL in Algerian Middle School can help the teachers to develop cultural values. The data obtained are so revealing because half of the responses show that the approach is not that helpful to all the teachers. A question was inserted to evaluate the teachers' ability to implement the orientations of CBA under use in teaching English as a foreign language in Algeria (Q11). The answers revealed that 50% of the participants blamed the Approach of not being helpful to

them in teaching values. CBA, in fact; spells out the contents of the course in terms of the communicative competences necessary for learners when using language in discourse through adapting the 3P's (Presentation, Practice and Produce). Consequently, most of the situations in which CBA should operate, were often skipped by the teachers. The five lesson samples show that the teachers did not state the competence to be taught.

In fact; Competency-based Approach spells out the contents of the course in terms of the communicative competences necessary for learners when using language in discourse through adapting the 3P's (Presentation, Practice and Produce). However, it was illustrated previously that most of the situations in which CBA should operate, were often skipped by the teachers. As a matter of fact, this approach came under criticism from a number of academicians. Some maintained that PPP method focusses on a high degree of teacher 'control during the first and second stages, but lessens along the class process, allowing at the same the learner to gradually move away from the teacher's support towards more autonomous production. In this vein, Ellis, (2003); considered that PPP method is too linear and behaviorist in nature. In other words, the production stage calls for grammar tasks that will elicit the function learned during the lesson. But it is not easy to design tasks that require learners to use a targeted cultural component in a realistic situation given that not all FL or SL learners live in the target language environment (Skehan, 1996).

Table 4.   Teachers' attitudes towards CBA.

Q11. Do you think that the actual approach helps you develop teaching values?		Respondents	Per cent
Options	Yes	15	30%
	Not enough	10	20%
	No	25	50%

Dahache (2020)

e. Teachers' attitudes towards values teaching

To understand the impact of teaching values on learners, a series of questions were inserted in the questionnaire. Half of the responses (Q14) revealed that children reacted positively towards teaching cultural-based activities. The opinion is true to some extent because the situations performed in the class were often artificial and obeyed to the purpose of practicing the linguistic item learned during the course. Yet, this illustrated the pupils' readiness to put to practice the values taught. Moreover, responses to (Q15) determined that teaching values often brought change in pupils' behavior, such as being respectful to teachers, being

tolerant to classmates, developing a sense of citizenship outside the school, were often observed in learners' behaviors. (See table 04).

As far as classroom observations analysis, results were striking to a great extent in that change in learners' attitudes was not observed on the spot in the five experimental lessons. However, as seen so far, change cannot occur under the teaching process adapted by those teachers. As a matter of fact, one teacher out of five planned activities supporting the value of tolerance (indicator 4), what explained why learners were often more dynamic linguistic-based activities. The last response (RQ19) is it confirms teachers' negative attitudes towards culture teaching and explains why they skip it in class. 50% of the participants find it difficult to approach values what confirms their lack of training on how to approach cultural components.

According to indicator number 12 in the evaluation grid, the learners were unable to integrate the cultural component included in the five lessons owing to the absence of realistic contexts. Nevertheless, their performance meant to translate the cultural component taught into actions, as expressed by the pupils on the spot is not a tangible proof that change has taken place for a long term. Indeed, like their teachers, the pupils found it difficult to integrate lessons objectives set in class since no simulation is provided during the class.

Table 5.   **Teachers' attitudes towards values teaching.**

Q14. How would you describe your learners' reaction towards values -based activities?		Respondents	Per cent
Options	Positive	25	50%
	Negative	20	40%
	No impact	05	10%

Dahache (2020)

f. Absence of collaborative learning

A great deal of learning in collaboration has been neglected during pair or group work activities suggested in the five lessons. During conversation activities, students most of the time read from the board or textbook. However, in such activities, learners are expected to act. They have to react verbally or non-verbally to what they hear. The "look up and say" technique is recommended in conversations. Every pupil has to read what he has to say; then looks his partner in front and say what he has to say while keeping eye contact with him. The conversation will seem more natural and closer to real life. This technique makes it possible to improve "fluency". The peer work leads to practicing the language; it increases the time of communication for each student. Moreover, during role

plays, pair or group works, the pupils are led to use not only what just learned, but also what they learned elsewhere. They become creative and express themselves with greater ease as they take consciousness that they know and retain more than they imagine. They realize that everything they have learned is not just for immediate use but can be reused at every time they need it.

Like the teacher who can bring documents individually or in collaboration with colleagues, learners can contribute to the development of their learning by bringing additional material, ideas, to share them with their classmates. However, the five teachers I observed did not provide their learners with tasks calling for collaboration in the entire classroom. The grid showed that there were no choices in pairs or classes for learners to perform. When asked to explain the reason, they argued that this mode of activity was often a source of classroom noise. This fact goes hand in hand with the answers to the questionnaire, namely, group work during class has less priority. What clarifies the lack of cooperation, assistance, and assistance between learners? For middle school learners, scholars see group and pair work as very important, although it is quite difficult without the teacher's guidance, as they may fail to understand others' reactions. In this context, scholars believe that in order to form a self-representation, middle school learners are more likely to associate their own skills and competencies with their peers, as learners may be interested in contrasting themselves with others. Winther-Lindqvist (2012) views the purpose of collective learning in a social context as creating the perception of learners in that group's membership.

g. Absence of Teachers' Guide

Teacher's Guide is an educational tool intended to facilitate the teacher's work by clearly explaining the objectives to be achieved, the content to be taught, and the pedagogical method to be implemented. By recommending consistent annual planning, learning objectives and activities, and promoting the use of a pedagogical approach, guides offer basic knowledge to be taught to the students. I note in my observation that in defining their teaching objectives, all teachers do not refer to teacher guides, as this document does not provide them with guidance about how to approach cultural components in their lessons. The point revealed was that they were not equipped with accompanying guides from their schools that describe the cultural teaching orientations. Indeed, teacher manuals, contrary to the textbooks of pupils, are mostly given late in the school year or not available at all in most schools. As a result, most teachers, particularly novices, neglect both the basic linguistic and cultural objectives that are required to be accomplished by the pupils.

VIII. Conclusion

In the light of the results obtained in this investigation, we can easily understand why EFL teachers at Algerian Middle Schools failed to become effective culture providers. Though they realize the importance of incorporating cultural components into their teaching, they have always been criticized for their inadequate treatment of culture in their courses. Among the findings that explain this lack, first, teachers are always under time pressure that limits their treatment of culture in their lessons. They are often running behind rounding up the program in due time to prepare their learners to official exams. Consequently, teachers tend to adopt teaching to the test mode rather than completing the syllabus. Second, many language teachers are afraid to teach culture because they do not hold enough knowledge about the target culture. Third, some teachers neglect to teach cultural components because they deal with 'attitudes, beliefs, and perceptions, which are somewhat unquantifiable areas, thus often raise controversies in class.

Statistics indicated that teachers preferred to skip teaching cultural items inserted in pupils' textbooks because they were unable to identify what "item" should be taught. Unlike language functions which are overtly communicated at the beginning of each file, cultural components in general and "values" in particular, are covertly presented. Consequently, teachers supplement learning objectives set in Curriculum by those seemingly easier to teach.

The study revealed that the pupils draw fewer benefits from cultural components inserted in textbook because they are rarely required to simulate situations of integration in order to behave accordingly. If teachers explored deeply teaching materials, they would inevitably find out written pieces rich in terms of cultural dimension fostering tolerance, respect, peace, brotherhood, and citizenship.

To sum up, one can argue that change must happen in teachers' attitudes towards the necessity to grasp textbooks contents first, and then improve their practices in class. It is only then, that this change can be extended to large groups.

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Appendix:

Classroom observation results

#	*Indicators*	lesson 1 yes	lesson 1 no	lesson 2 yes	lesson 2 no	lesson 3 yes	lesson 3 no	lesson 4 yes	lesson 4 no	lesson 5 yes	lesson 5 no	*Statistics*
	Lesson preparation											
01	*The lesson plan obeys to official instructions model*	✔		✔		✔		✔		✔		100%
02	*The lesson is built under PPP method*	✔		✔		✔		✔		✔		100%
03	*Learning objective includes a cultural component.*		X		X		X		X		X	100%
04	*The activities planned support a universal value.*	✔			X		X		X		X	75%
	Teachers' performance											
05	*The teacher identified the right cultural component.*		X		X		X		X		X	100%
06	*The teacher encourages positive attitudes in interaction.*	✔			X		X		X		X	75%
07	*The teacher manages to create realistic contexts.*		X		X		X		X		X	100%
08	*The teacher uses other sources to enrich the topic*		X	✔		✔			X	✔		75%
	Learners' performance											
09	*The pupils show interest in value-based tasks.*		X	✔			X		X	✔		75%
10	*The pupils use English in communication.*		X		X		X	✔		✔		75%
11	*The pupils work in groups or pairs.*		X	✔			X		X	✔		75%
12	*The pupils integrate in their production the value taught*		X		X		X		X		X	100%

Grid of evaluation, Dahache (2020)