

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
UNIVERSITY OF IBN KHALDOUN –TIARET-
FACULTY OF LETTERS AND LANGUAGES
DEPARTMENT OF LETTERS & FOREIGN LANGUAGES
ENGLISH SECTION



COHORT N° 5

DISSERTATION N°

**INVESTIGATING THE INTERCULTURAL DIMENSION IN
THE ALGERIAN ENGLISH TEXTBOOKS: A
REFLECTION ON THE INTERCULTURAL
COMPETENCE PLACE: NEW PROSPECTS TEXTBOOK
AS A SAMPLE**

**A DISSERTATION SUBMITTED TO THE DEPARTMENT OF FOREIGN
LANGUAGES IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR
THE MASTER'S DEGREE IN DIDACTICS**

SUBMITTED BY:

MISS ILHAM KHELIFA

SUPERVISED BY:

DR. BENABED AMMAR

BOARD OF EXAMINERS

MEMBERS	NAME & SURNAME	RANK	INSTITUTION
CHAIRMAN	MISS ASMA LAKHDAR TOUMI	MAA	IBN KHALDOUN TIARET
SUPERVISOR	MR. AMMAR BENABED	MCA	IBN KHALDOUN TIARET
EXAMINER	MR. KHALED BELARBI	MCB	IBN KHALDOUN TIARET

ACADEMIC YEAR: 2019/20

Dedication

I would like to dedicate this work to my dear family, specially my beloved father and mother.

I also dedicate this work to my siblings who have supported and provided me with necessary help throughout out this thorny journey.

Thank you all.



Acknowledgments

All praise and thank are for Allah, the Almighty, for His greatness and for giving me the strength and courage to complete this dissertation.

I would like to express my deep and sincere gratitude to my research supervisor, Dr. Benabed Ammar for giving me the opportunity to embark on such research and providing me with invaluable guidance throughout this research journey. His dynamism, insightful vision, sincerity and motivation have deeply inspired me. He has taught me the methodology to carry out the research and to present the research works as clearly as possible. It was a great privilege and honor for me to work and study under his guidance. I am extremely grateful for what he has offered me. I would also like to thank him for his empathy, and great sense of humor.

My thanks are also directed to the board of examiners, namely Dr; Khaled BELARBI and Miss Asma LAKHDAR TOUMI for their willingness to read and assess the current dissertation.

I am extremely grateful to my parents for their love, prayers, caring and sacrifices for educating and preparing me for my future. Also, I express my thanks to my sisters, brother for their support and valuable prayers.

Finally, my thanks go to all the people who have supported me directly or indirectly to complete the research work.

Abstract

The current MA dissertation is an attempt to investigate the cultural dimension in the ‘New Prospects’ Algerian textbook. It presents an analysis of the cultural contents embodied in the accredited Algerian textbook, and its aptness for learners to promote an insightful and a powerful cultural background so as to be inter/culturally competent communicator. For the sake of such intercultural competence mastery, an ever-increasing need is nowadays felt of a paramount necessity in our interconnected world society. Thus, EFL teachers are required to strive to develop such competence among learners enabling them to communicate and behave appropriately with those who are culturally different. From this standpoint, what has been noticed, and in accordance with several EFL teachers’ assertions, the EFL learners appeared to be passively involved in the learning of culture more precisely multiculturalism in English courses. According to a graphic research design, there was a venture to delineate the intercultural dimension from a wide range of viewpoints.

Keywords: intercultural competence, New Prospects, communicative competence, otherness

Table of contents

Dedication	Erreur ! Signet non défini.
Acknowledgments	Erreur ! Signet non défini.
Abstract	Erreur ! Signet non défini.
LIST OF TABLES	Erreur ! Signet non défini.
LIST OF FIGURES	Erreur ! Signet non défini.
GENERAL INTRODUCTION	Erreur ! Signet non défini.
Chapter One	Erreur ! Signet non défini.
Literature Review	Erreur ! Signet non défini.
Succinct Overview of Culture and Cultural Competence	Erreur ! Signet non défini.
INTRODUCTION	Erreur ! Signet non défini.
I.1. DEFINITION AND COMPONENTS OF CULTURE	Erreur ! Signet non défini.
I.2. CHARACTERISTICS OF CULTURE	Erreur ! Signet non défini.
I.3. LANGUAGE AND CULTURE INTRINSICALITY	Erreur ! Signet non défini.
I.3.1. Language as a Communicative Tool	Erreur ! Signet non défini.
I.3.2. Language as a Social Identity	Erreur ! Signet non défini.
I.3.3. Language as an Intercultural Behavior	Erreur ! Signet non défini.
I.3.4. Culture for Communication	Erreur ! Signet non défini.
I.4. Language Teaching for Intercultural Communication	Erreur ! Signet non défini.
I.4.1. Intercultural Competence Components	Erreur ! Signet non défini.
I.4.2. Intercultural Competence Development	Erreur ! Signet non défini.
I.5. Succinct History of Teaching Culture	Erreur ! Signet non défini.
I.5.1. Cultue in Traditional Method	Erreur ! Signet non défini.
I.5.2. The Switch from the L.C to the C.C.	Erreur ! Signet non défini.
I.6. Culture Teaching in the Final Period	Erreur ! Signet non défini.
I.7. Teaching Culture: Approaches, Strategies and Techniques	Erreur ! Signet non défini.

I.7.1. Strategies	Erreur ! Signet non défini.
I.7.2. Techniques.....	Erreur ! Signet non défini.
I.8. The Significance of Integrating Culture in Foreign Language Education....	Erreur ! Signet non défini.
I.9. Teacher’s Mediation	Erreur ! Signet non défini.
Conclusion	Erreur ! Signet non défini.
CHAPTER TWO	Erreur ! Signet non défini.
ELT AND TEACHING CULTURE IN ALGERIA: ANALYZING THE SITUATION	Erreur ! Signet non défini.
Introduction.....	Erreur ! Signet non défini.
II.1. Culture Teaching in the Algerian Schools.....	Erreur ! Signet non défini.
II.2. The Historical Progress of the ELT in Algeria.....	Erreur ! Signet non défini.
II.3. Algerian Educational Improvement.....	Erreur ! Signet non défini.
II.4. EFL in Algerian Secondary Schools.....	Erreur ! Signet non défini.
II.4.1. Third Year Syllabus	Erreur ! Signet non défini.
II.4.2. Textbook Linked to Syllabus	Erreur ! Signet non défini.
II.5. The ‘New Prospects’ Textbook Description	Erreur ! Signet non défini.
II.6. The Cultural Content of the New Prospects.....	Erreur ! Signet non défini.
II.7. The Procedures and the Structure of the Research	Erreur ! Signet non défini.
II .8. The Standards of the Textbook Evaluation.....	Erreur ! Signet non défini.
II .9.Classification of Cultural Content in the « NEW PROSPECTS »	Erreur ! Signet non défini.
II.9.1 Audio Materials	Erreur ! Signet non défini.
II .9.2 Written Materials.....	Erreur ! Signet non défini.
II .9.3 Visual materials	Erreur ! Signet non défini.
II.10. Sample	Erreur ! Signet non défini.
II.11. Piloting	Erreur ! Signet non défini.
Conclusion	Erreur ! Signet non défini.
CHAPTER THREE	Erreur ! Signet non défini.

RESEARCH DESIGN, METHODOLOGY AND DATA ANALYSIS	Erreur ! Signet non défini.
Section One: Research Design and Methodology.....	Erreur ! Signet non défini.
SECTION TWO: DATA ANALYSIS PROCEDURES	Erreur ! Signet non défini.
GENERAL CONCLUSION	Erreur ! Signet non défini.
BIBLIOGRAPHY	Erreur ! Signet non défini.
APPENDICES	Erreur ! Signet non défini.
ملخص (العربية)	Erreur ! Signet non défini.
Résumé (français).....	Erreur ! Signet non défini.

LIST OF TABLES

Table 2.1: the categorization of both written and audio materials.

Table 3.1 Respondents' Distribution according to Gender.

Table 3.2 Respondents' Distribution according to Age.

Table 3.3 Respondents' Distribution according to their Teaching Expertise Length.

Table 3.4: Respondents' Regular Reliance on the Cultural Themes.

Table 3.5 Respondents' Total Reliance on the Accredited Textbook.

Table 3.6 Learners' Acquaintance/Lack of Acquaintance with the Target Language Culture.

Table 3.7 Learners' Susceptible Motives behind Negative Attitudes toward Foreign Language Culture.

Table 3.8 Learners' Distribution as regards Cultural Aspects Neglect.

Table 3.9: Learners' Distribution as regards Culture Fondness.

Table 3.10: National Culture Allusion in the "New Prospects" Textbook.

Table 3. 11: Respondents' Grading of the most Significant Cultural Notions to be outlined in the Intercultural Field.

Table.3.12: Kind of Challenges Confronted when Teaching Culture.

LIST OF FIGURES

Figure 3.1: Respondents' Regular Reliance on the Cultural Themes.

Fig. 3.2: Respondents' Total Reliance on the Accredited Textbook.

Fig. 3.3: Learners' Susceptible Motives behind Negative Attitudes toward Foreign Language Culture.

Figure.3.4: Learners' Distribution as regards Culture Fondness.

Fig.3.6: Kind of Challenges Confronted when Teaching Culture.

GENERAL INTRODUCTION

The intercultural communication has become a very profitable line of questioning to be hypothetically expressed in order to conquer the international confrontation. Principally, the first element that had a vigorous impact on this is globalization. Also, the communication has become ubiquitous and an important component of the globalization. In order to establish an appropriate communication each individual should have an idea about the effective communication skills to maintain properly a confrontation with the foreign learners (interlocutors) with different cultures, identities and social rituals. Consequently, the individuals' competences are considered as inadequate, that is why those competences need to be accredited by an insightful awareness of those diversities, viz., cultural, social, intellectual and normative. This multifariousness among world nations should not, under any circumstances, be considered as a source of conflicts, yet a richness to ensure coexistence instead.

It is known that the English language has become increasingly globalized over the past few decades. It is now regarded throughout the world as the dominant language. In all fields of humans' life, especially the neuralgic ones such as those financial, scientific, technological, political, etc.

Consequently, the mastery of the language skills has become of an utmost importance, enabling humans to interact, negotiate, transmit and receive others viewpoints, especially, vis-à-vis the intercultural dimension. Differently couched, these skills are by no means the only requirement to conduct intercultural interactions with those with different customs, cultures, religions, etc., i.e., otherness (alterity).

To this concern, Algeria, as elsewhere in the world, has strived to go along with this global recurrence through undertaking massive reforms as a response to the globally conventional standards to be locally applied.

The importance of developing the individual knowledge and skills has been recognized by the interlocutors from the different cultures. However, there is a need to cultivate/ increase teachers' awareness who are concerned with the profession of teaching in a context of multiculturalism education. At the point of problems related to the intercultural environment, it is worthy to note that they shed light on conflicts, social dissimilarities, conformity and the

communication difficulties. More specifically, the following research questions need to be addressed:

1. Is the textbook 'New Prospect' adopted as the only source to teach intercultural competence?
2. What are the pedagogical features that should be carried out to develop English language from the intercultural perspective?
3. Are the EFL learners aware of the target language culture *vis-à-vis* the 'New Prospects' cultural suggested themes

Hence, it is hypothesized in this study that

1. The Algerian English textbook might be considered as a restricted source to be referred to in teaching intercultural competence.
2. The learners do not seem to have any idea about some themes of the textbook.
3. Teachers need to support their teaching with other resources notably the technological ones.

The long term goal of the current research work And also draw attention to the importance to such the effectiveness of intercultural relations rising fortitude and acceptance towards those who are different training the Algerian learners in order to make them distinguish, accept and respect diversity for mediating social relations. This research will be conducted with teachers and learners in secondary school education. Teachers are concerned with a questionnaire in order to evaluate the learners 'background knowledge, they will be asked to suggest a suitable solution for learners' unawareness and deficiency as regards the intercultural competence, and also evaluate the textbook from the intercultural viewpoint. While the learners will be interviewed to collect more information in order to ensure the interplay between quantitative and qualitative data so as to attain scientific validity and academic accuracy.

For the organization of this research, three chapters constitute the content, which comes as follow:

The first chapter will cover the theoretical aspect related to the topic of our research, which is about intercultural competence it is more about culture and intercultural communication. The second chapter will tackle the specificity of the matter under

investigation throughout the scrutiny of the Algerian Textbook, the third and the final chapter is divided into two sections research design and data analysis.

Chapter One

Literature Review

Succinct Overview of Culture and Cultural Competence

INTRODUCTION

I.1. Definition and Components of Culture	15
I.2. Characteristics of Culture	16
I.3. Language and Culture Intrinsicity	18
I.3.1. Language as a Communicative Tool	18
I.3.2. Language as a Social Identity	19
I.3.3. Language as an Intercultural Behavior	19
I.3.4. Culture for Communication	20
I.4. Language Teaching for Intercultural Communication	21
I.4.1. Intercultural Competence	22
I.4.2. Intercultural Competence Components	22
I.4.2. 1 Intercultural Competence Development.....	24
I.5. Succinct History of Teaching Culture	25
I.6. Teaching Culture: Approaches, Strategies and Techniques	26
I.7. The significance of integrating culture in foreign language education	26
I.8. Teacher's Mediation.....	28
Conclusion	29

INTRODUCTION

Culture is a unique quality of human race, and a critical feature of their livelihood. As claimed Byram and Kramsh, teaching a foreign language without the study of culture is erroneous and inadequate. Consequently, educators must concentrate more on developing the learner's cultural consciousness and not only on enhancing their linguistic capabilities.

Foreign language learning appears to be nonsensical, if learners have no idea about the persons who speak the object language or nation in which it is spoken. Besides the linguistic competence culture competence should be as well presented and established. Thereby learners will not only reach efficient communication in the intended culture but promote their philosophy about their culture and the target one also.

Shein claims that “*culture is a multidimensional, multifaceted phenomenon, not easily reduced to a few major dimensions.*” (Shein, 2004, p. 85). In view of that, the present chapter focuses on clarifying the real notion of culture and tries to shine light on its most important element. Accordingly, it will examine some of the remarkable culture's definitions, as well as the importance of teaching culture. The significance is also given to the conceptual basis of both language and culture as the primary engrossment in any language curricula.

I.1. DEFINITION AND COMPONENTS OF CULTURE

Culture is a faint idea, which contains various views of human lifetime; that's why it can't be determined easily. According to Kaplan & Manners (1972, p. 3): “*Culture is admittedly an omnibus term.*” (cited in Byram, 1989, p. 80). Nieto in the other side claimed that the term “culture” can be given multi-definitions according to different situations because its meaning differs from a person to another and from context to another one.

Culture has been a field of interest and learning for a broad spectrum of specialties such as: anthropology, ethnology and ethnography of communication. Richards & Schmidt claimed that “*a branch of anthropology concerned with the detailed descriptive study of living cultures. The related field of ethnology compares the cultures of different societies or ethnic groups.*” (Richards & Schmidt, 2002, p. 187). In this matter, it can be stated, that culture is multidisciplinary view that is designed in different ways with a different usage, and for that

reason culture is defined differently so it is nearly hapless to give culture a usual definition.

According to Yule (2006) culture is determined as social knowledge that limps of the similar sectors of society obtain involuntary. It is constructing conjectures about thing and the public in the physical world. The persons who are from the same sector of society split the same thoughts and conjectures.

Hinkel (1999, p. 01) claimed that *“It may not be an exaggeration to say that there are nearly as many definitions of culture as there are fields of inquiry into human societies, groups, systems, behaviors and activities.”* In other words, “culture” has a various meanings that generally cope with remedies of explanations and promissory, bombastic form of talk , nation laws, treaties, and knowledge conception. We can determine with concepts of personal boundaries, suitable motions, and so on.

Byram submits that there is two notions for culture the first one when culture is viewed as discernible, comparable, and substantively writeable or adherent scheme. The second one when culture is envisaged as vigorously progressing facts which are accordingly merely captured as temporary ideas.

Moreover, culture is partitioned into two major parts: the side that comprises art and literature and the other one that comprises stances, convictions, and daily occurrences. in other words there are two components for culture ,the first one and according to Valette (1986) the anthropological where it is about the values, customs, morals and abilities or qualities purchased by a person as a limb of a nation. That is to say what a person learns from a group in which he lives. Pursuant to Goodenough (1957) defines culture as societally purchased knowledge and convictions, that the limbs of any team must not only study, but should provide too, with an eye to act properly.

I.2. CHARACTERISTICS OF CULTURE

There is a particular commotion about the term “culture”, since, in view of this it is utilized in an extensive definition, which comprises all human endeavors. On the other side, in a very restricted definition which do not include a thing but the uppermost components of cerebral and aesthetic activity. This commotion has enhanced because “culture” has become trendy term. Culture could be practically determined as entirety which is keyed up through a

nation by a way of tradition instead of biologically (cf. Herder's and Tyler's views in Theory and History of Culture.). This latter is essentially a human prodigy and can be determined as a human mark that can differentiate the persons from each other.

Culture should be shared whether by a community, society or a nation or a band in this last we could talk about sub-culturing, which means it is shared by the social relationships it can take a various formulae to transmit the conventions, values, and prospects of the human nations. The swap of the social concepts and thoughts can give wisdom and studying the human culture and its traditions.

The second one culture is a group product which means the outgrowth of culture is shared by the community activities of the nation. This last, give a significant understanding and undergoes about the cultural and tribal activities. Culture is also learned the cultural broadcast or socialization is the most effective way to characterize “culture is learned”. People purchase data about culture in different ways. This is made by a various form of educational data of the society i.e. learning the language.

Another characteristic of culture which is that culture is symbolic that is to say the process of communication utilize symbols or signals to determine the provided actions and activities, attitudes norms and people reactions:

- A- The language usage diversified the forms of symbols according to its natural environment, revelation and the social effects.
- B- Social experimentation generally give a particular communicative symbols besides history, literature, music and other types of societal activities.
- C- The synopsis expertise enhanced in order to comprehend and study the human feeling compartment and thoughts.
- D- The culture is designed and integrated, that is to say patterned by a particular measurement of the public life such as the economic and the political activities. Those are the standards of compliance of the persons to pursue to meet the mental and social requirements.
- E- It is adaptive; the cultural adaptation is the scalable method to change the public life in the provided natural surroundings.

I.3. LANGUAGE AND CULTURE INTRINSICALITY

A specific language reflects imperatively a specific culture, according to Wei (2005; 07) language has a split personality: a communication means along with a culture carrier. Culture without language is unimaginable.

I.3.1. Language as a Communicative Tool

When learning language learners acquire some knowledge, comprehension and understanding of culture in which language is nested, actually learners cannot really study a language unless they have also dominated the cultural backgrounds in which language intervenes.

Fantini (1995) highlighted the synergetic connection between language and culture because language influences and attests culture and the other way around. Brown (2000: 177) claimed the same when he said:

A language is a part of a culture, and a culture is a part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture, that is to say, language is viewed as a mode in which human beings communicate and cooperate with each other, at the same time is liable for the cultural progress.

Mitchell and Myles (2004) assert that *“language and culture are not separate, but are acquired together, with each providing support for the development of the other.”* (p. 235).

culture and language have a complex and interrelated correlation. It is also shown in cultural denotations and connotations in semantics (Byram, 1989), cultural norms in communication (Kramersch, 1993) and the mediatory role of language in the social construction of culture (Kramersch, 1996).

Furthermore, the truth that language states, includes and represents cultural actuality obviously demonstrates that culture and language are leap simultaneously. (Kramersch,1998). Bennett, Bennett & Allen, 2003, p. 237, states that learning as *“the person who learns language without learning culture risks becoming a fluent fool.”* The connection between culture and language produced considerable in studying a language.

Moreover, the interconnection of learning culture and learning language is so obvious that one can terminate that learning language is learning culture and thus, learning culture is learning language as Geo (2006) represents and he further claims that the teachers of the foreign language should be alert with the position of studying culture in foreign language classroom and seek to improve the student's cultural knowledge and enhance their communicating abilities. Equally Wang (2008) claims that "*foreign language teaching is foreign culture teaching, and foreign language teachers are foreign culture teachers.*

I.3.2. Language as a Social Identity

Ochs (1996: 424) states that "Social identity encompasses participant roles, positions, relationships, reputations, and other dimensions of social personae, which are conventionally linked to epistemic and affective stances".

The identity and the language usage are founded on various key areas, the more important spaces supersedes the conventional awareness of language users as integral, special and within impelled persons with an overlooking of language users as a social partners with a various and multiple identities, and exigent from their daily lifetime expertise.

Throughout engagement in their social important activities, persons engage or settle special identities and utilize their knowledge of their part in the community and connections to intermediate their engagement and the engagement of the others on their traineeship. According to Weedon, (1997: 32) the identities are exigent domestically located and at the same time traditionally formed, consequently 'precarious, contradictory and in process, constantly being reconstituted in discourse each time we think or speak'.

Moreover culture doesn't subsist distant from language or distant from persons which mean language users. Duranti, (1997: 45) viewed culture on the contrary as instinctive, constructed and reconstructed in our lived expertise, and 'existing through routinized action that includes the material (and physical) conditions as well as the social actors' experience in using their bodies while moving through a familiar space'.

I.3.3. Language as an Intercultural Behavior

From an intercultural standing point in teaching and learning language has become notable over the last two years, and is divergently familiar in English as the Intercultural language learning or teaching or both intercultural language learning and teaching. It has at its

foundation the awareness that the function of the language learning is to train the students for meaningful communication outside their own cultural environment and to develop in language learners a sense of themselves as mediators between languages and cultures (Buttjes & Byram, 1991; Zarate, Gohard Radenkovic, Lussier & Penz, 2004).

The progress of intercultural language learning and teaching ha includes a theoretical exchange in the knowledge of the quality and objective of the language teaching, such an exchange required a significant work in progressing new manners of comprehending the content and the procedures of language training.

In communication and interpretation of meanings the intercultural includes an understanding of the connection between culture and language .According to (Liddicoat & Scarino, 2010) One’s understanding is always informed by the past and present of a particular language and culture and, in intercultural contacts, it is necessary to recognize the same in others that is to say comprehending the effect of that position on communication and connections.

I.3.4. Culture for Communication

Considering culture as an energetic firm of traineeships instead of a group of communicating data interacts the concept of the person’s identity as an extra essential idea in comprehending culture. Culture is a structure in which the person reaches his/her identity utilizing ethnic group’s aware nesses of decisions made by limbs as finding self-presentations. This attests Sacks’ (1984) idea of “doing being ordinary”:

The inner nature is not congenital quality but interactively skillful result, the culture presents a benchmark for this interactively achievement. That matter urges the human being to this of the persons as a symptomatic structure, in other word as a variety of considerable decisions about the self-presentations. Culture presents a situation where the symptomatic is to be interpreted and decisions will be comprehended in different ways and in different cultural contexts. That is to say, the second language users’ doing being regularly includes introducing the self among a various structures of treaties for reading the persons.

Language learning presents a dispute in two primary means: the first question is “who am I when speaking this language?” and the next one is “how am I supposed to be me when speaking the language?”

When culture is seen as an interactively habit it presents a dealing manner with culture as changeable. Culture changes over time location and social class and for age beliefs values, traditions and nationality. A lot of people take part in various groups and have a lot of member of among their cultural group each of them does and can influence the self-presenting over the cultural context.

The volatility is not confined despite that to members of sub culturing but also to manners in which the persons take part in their culture. The individuals can oppose, undermine and contest the cultural traditions to which they are revealed in both the culture acquire and their first culture.

Needless to say that the intercultural discussion require persons to have the essential capabilities and materials to conduct meetings as it is impossible persist introspective within the present world. Martin and Nakayama (2010) identify four imperatives for studying intercultural communication: the self-awareness imperative through making individuals aware about the own and the other's cultural identities. The second is the demographic imperatives which refers to the diversity (ethnocultural, religious and race) one can engage within interactions. The third one is the economic imperative which concerns trade exchanges in the global market. The last one is technological imperative. The excessive development of technology has turned the world into a small town where individuals can communicate with each other by pressing a button.

I.4. Language Teaching for Intercultural Communication

The intercultural competence is a mixture of stances, awareness, comprehending and abilities employed throughout measures which allows one, separately or collectively with the others to realize and to worship persons who are sensed to have various cultural predilections from thyself, also to answer properly efficiently reverently when cooperating and interacting with each other.

Another important point, setting up a productive connections with such persons and comprehend thyself numerous cultural relationships throughout meetings with cultural 'divergence'.

Individuals are required to paint over their multilingual abilities that is to say their background of languages and language diversities purchased in mainstream education or differently.

The intercultural competence includes a raise awareness of the function of language competences in the intercultural meetings. It also includes a better understanding that through the intercultural meetings members may have numerous degrees of ability in the languages being used which can construct imbalances or strengthen the differences over communication. Persons explain and interact throughout meetings is formed by both cultures and languages which they bring to those meetings.

A person's intercultural competence is incomplete can daily be changed and improved additionally from tallying expertise of several types of intercultural meetings.

The definition above that such competence includes worshipping an respecting the persons who are sensed to have various cultural connections from thyself, it is essential to separate between those to element the first one respect for people and the other one respect for actions, the dignity and equality including human rights should always be respected.

I.4.1. Intercultural Competence Components

Academic researches through more than years have examined the quality of the intercultural competence, with much of this investigation productivity of a detailed list of its components. The intercultural competence components may be disassembled to behavior, awareness, knowledge, know-how and abilities. When talking about **attitudes** we mean valorizing the cross-culturalism and the diversity of traineeships and opinions, respecting the people with different cultures also being prepared to commiserate with them.

Another important point id to be prepared to interrogate what is generally presupposed as "ordinary" according to one's already purchased awareness and expertise, being prepared to endure vagueness and incertitude and finally being ready to search for chances to participate and collaborate with persons who have different culture affiliations.

Another two components knowledge and understanding comprises a different important ideas, comprehending the interior variety heterogeneousness of all cultural institutions, know-how and comprehending the self and the other's conjectures, prejudices, conventional wisdom, and public and hidden discrimination, comprehending the effect of the

person's language on another person's expertise in the world and a lot of other people, also, understanding the conventions and attitudes the traineeships and the treatises, knowledge of methods of ethnicity and, communal and personal communication.

There is also **skills** that comprises, different perspectives, the capability to defocus from thyself standpoint and concentrate on the other's perspectives plus to thyself, capabilities in construing other cultural attitudes values and beliefs and concerning them to the thyself, compassion and the ability to comprehend and react with other's people thoughts, conventions, values, emotions and attitudes.

Another important element is the mental resilience the capability of changing the person's way of thinking according the different situations and contexts, also controlling the self-behavior towards the other's culture which might be seen as an impolite act, the capability perform as an intermediary in the intercultural exchanges, comprising the abilities in explaining, interpreting, and translating.

Awareness understanding knowledge and attitudes are all a significant components but we can't go without saying that those components alone are sufficient for the person to be accredited with intercultural competence, it is important to be published and put into effect throughout actions over the intercultural meetings. Individuals frequently declare attitudes and frequently obtain knowledge and skills which the collapse to put into effect. In order to be accredited all of those components must be applied through actions.

The **actions** comprises, searching for chances to be involves with social publish with a different cultural affiliations, communicating respectfully properly and effectively with them. Collaborating with the person's who have different culture with various intercultural positions on communal activities and projects, debating discrepancies in opinions and standing points with forming usual ideas and opinions. Defying preconceptions and mindset, and also intervening when there is a cultural conflict situation.

The intercultural competence necessitates boosting the individual abilities in order to construct the joint-ventures to presume communal activities and to create communalities to live peacefully.

Moreover, the intercultural competence includes all those components, scoffing students with intercultural competence throughout culture will strengthen them and encourages them to take actions all over the world.

I.4.2. Intercultural Competence Development

There are various and different ways to develop the intercultural competence throughout several species of education. According to the Council of Europe (2010) Charter on Education for Democratic Citizenship and Human Rights Education three species of education subsists:

I.4.2.1. The Informal Education

Lifetime procedures through which each person obtains attitudes, awareness, know-how, from the educational sways and funds in their surroundings from the usual life and discussions.

I.4.2.2. Non-formal Education

The intended pan of education formed to upgrade a scope of abilities and expertise beyond the formal education context and through lifetime education.

I.4.2.3. Formal Education

The organized education and learning structure that lows from the pre-school to the advanced education. It is conducted as a regulation at mainstream or the professional education establishment that generally conducts to authentication.

Every kind of education implicates a connection between a discussant of learning and students. In the informal education that could be a connection between parents and their kids or when a group of adults are studying together an learning from each other, in the non-formal learning there could be a mixture a class facilitators and youngsters or educators and elders in the formal learning there are professors/tutors, and learners/ scholars.

Mediators generally have goals or objectives through their contact with those in their custody. For example tutors, animators and adult training teachers are qualified to form and plan their lessons and activities, and do so consciously.

People are continuously learning from each other they can have the intent of affecting others while in the informal education can be done through ha observation and imitation, without any intent to affect by the other person whose actions copied by the students.

I.5. Succinct History of Teaching Culture

Kramersch (2006:11) states that “Culture has always been an integral component of language teaching”. The integration of teaching culture in the English foreign language classes is coming to light and begin gradually scattering its roots through different methods and techniques of foreign language teaching.

I.5.1. Culture in Traditional Method

First, the grammar translation approach has controlled the sphere and encourages the capability of communication in object language which was fully ignored at the beginning. The intercultural was added in terms of aesthetic text, the traditional Latin, and the Greek literary production. At the beginning of the 20th century, the straightforward approach replaced the grammar translation method, with no grave attempt in the printer of culture performance, this method concentrate on increasing the verbal-communication and its different skills. Previously with the emergence of audio lingual method in 1960s, culture demonstrates itself as a complete part specifically considering cultural views of life over cultural contextualized communication.

Moreover, at the beginning of the 1970s there have been a severe probationary to fulfill culture in EFL syllabus mostly because of the emergence of the CLT (communicative approach to language teaching).it concentrates on the critical societal role of language in society.

I.5.2. The Switch from the L.C to the C.C

The purpose of foreign language teaching was to develop the four important element of the language skills: listening, speaking writing and riding. But latter on the CLT method increase its concern to disguise teaching cultural competencies equally reviewing it as “fifth skill” as stated by Risager, (2007). As a response to the language skills idea presented by Chomsky 1965, Hymes 1972 shows up with what is referred to as “communicative competence”.

As stated by Hymes disseminating and some feature of the target language.it is obvious that the primary range of CLT is the conviction on factual and real elements to teach.

I.5.2. The Transfer from C.C to C.C

Despite the fact that it is extravagant use by learners and tutors from the beginning of the 70s the communicative competence concept begin disclosing some sever obstructions. Byram states that *“it is neither appropriate nor desirable for learners to model themselves on native speakers with respect to the learning about and acquiring an understanding of another culture.”* (Byram).

Byram censured the communicative competence concept. He supposed that the usage of the native speaker as paradigm is viewed as beneficial way of evaluation of grammatical including the linguistic capabilities. Although patterning would be inappropriate in regard to matching the language used in communicative context because every language and it speakers are peculiar and have a specific forms and models.

As a replacement in 1997, Byram shows with the notion of intercultural competence, Byram stated that the scholar should quite execute as “intercultural speaker” instead of endeavoring to achieve “near-native” methods of the foreign language usage.

I.6. Culture Teaching in the Final Period

Risager (ibid.) claimed that:

The visual aspects of cultural teaching were also strengthened in the course of the 1980s ... due to the development of video technology, which made it possible to record films, etc. From television and use them directly in teaching. This meant ... a much more realistic and detailed mediation of the situational context for language communication it also led to a greater opportunity to work with concrete, visible aspects of language and culture.

That is to say the period of 1980s was the time of the educational development specifically with enormous rotation of the technology and the broadcasting that have endorsed the cultural learning.

The cultural educational progress that deteriorated on the 1980s has enhanced in 1990s. Notably, with the progress “information, communication technology” specifically the internet networking system and the heightened interest in travelling and sightseeing the element that have promoted the intercultural education and been useful to the scope foreign language. Consequently, the period of the 1990s is considered as the period of globalization and the genuine progress of the culture education.

I.7. Teaching Culture: Approaches, Strategies and Techniques

The tutors must be aware that cultural events should be cautiously arranged. They don't have to set opinions and judgments on discrepancies amid the culture of the native students and culture being scouted during classes.

Techniques are supposed to make the classes impelling and delightful for learners. According to Tomasz Roszyk (2004) claimed "*teaching culture does not have to lead only to studying pure facts from books but it can be enjoyable as well.*"

I.7.1. Strategies

Video, CDs, TV, readings, the Internet, stories, students' own information, lectures, songs, newspapers, guest speakers, souvenirs, photographs, surveys, illustrations, and literature can be of beneficial influence on learners' learning and relax.

I.7.2. Techniques

Many techniques are known to be efficient as regards cultural dimension instilling, such as:

I.7.2.1. Quizzes

A very prosperous way for tutors if for instance they want to review the lessons taught before. For purchasing the data also, the group work or working in pairs predicting the right answers is more interesting for learners than finding the right one.

I.7.2.2. Personal Construct

By matching the findings we notice that students have a various ways in discerning the world socially or culturally.

I.7.2.3. Action Logs

On a notebook the students write their different ideas thoughts, what they have learnt in order to evaluate each activity, in this way the students become fascinated with the intended culture that they write numerous pages of comments.

I.7.2.4. Celebrating Festivals

Where the students participate on celebrating the other foreign festivals by taking part on the cultural traditions vigorously

I.7.2.5. Cultural Islands

It is a short presentation, presented during 5min to 10min outside the class on a specific subject with some images and illustrations which will encourages the students to learn more about the target culture will know also that a lot of words and terms are borrowed from other languages and cultures.

I.7.2.6. Cultural Capsules

It is a short portrayal of some views of the target language culture for instance marriage, customs, sport or cuisine, with some conflicting data from different learner's mother culture. It is done verbally and communication occurs on the dissimilarities amid cultures.

I.7.2.7. Research

It is a very interesting tool that can be used with students because it associate their concerns with the classroom.

I.8. The Significance of Integrating Culture in Foreign Language Education

We can't go without saying that culture is an integral part of the language learning. There is no way of knowing the language without knowing its culture. Learners concentrated once on the connection between the language and the culture through the last two ages. The appreciations of the ongoing connection bring to the attention of language tutors because language id inseparable from culture; and the understanding of culture is the core element to comprehend the language. Learning a language without having a full background of its culture appears to be inadequate and incorrect. Learning a new language doesn't mean only knowing the language arrangements but is also about knowing its culture.

Bada (2000, p. 101) states that *“the need for cultural literacy in ELT arises mainly from the fact that most language learners, not exposed to cultural elements of the society in question, seem to encounter significant hardship in communicating meaning to native speakers.”* Briefly, teaching a new language or a foreign language means teaching the TC too.

Despite the fact that, the importance of integrating culture in the FL teaching is clear, not everybody in the scope of teaching language recognize it. The cause of this carelessness is that language tutors appears to be more eager in the communication practicalities. Frequently the language tutors viewed culture as additional to language teaching. A lot if issues begin to be recognized behind teaching languages without teaching its culture and vice versa. In their endeavor to keeping away their learners from switching over fluid lunatics, language tutors are putting significance on experimenting authenticity throughout culture.

Different authors mention the advantages of teaching culture as long as teaching language. Amidst this, Stainer (1971) considers studying culture give the learners' motives to study the language. The books of grammar are stuffed with examples from the real world without experiences and having a full background those cases may be hard to devise by the learners. Coming up to motivation there is no better place than the culture classes where there is dancing singing, theatre doing surveys about different cultures, and different nations. Teaching culture progress the learners concern, to the countries where the English is the spoken language and also their motivation.

Another advantage is to progress that learners capability to differentiate between their mother culture and the other's culture. Being conscious of the ongoing varieties, students are permitted to evade the switch from their own culture to English culture. The mess between the standers of their mother culture and the other's culture standards generally drive the students to utilize their local culture standers in the attainment of several utterances.

I.9. Teacher's Mediation

Tutors of the foreign language are amid the most significant mediator. They have to examine and well-comprehend the foreign culture. Furthermore, it is essential for the tutors to make comparability amid their mother culture and the target culture. They are liable of presenting the foreign culture to their students. This would defy and change their point of view on the world and their cultural distinctiveness as a limb of a particular community. According to Byram (et al, 1994) the teacher's role is to confront curses and give them with realistic and hypothetical assistance. Valdes (1986) also claimed that if teachers are more conscious of the origin and the culture's nature they teach, and give the students justifications and comments of the foreign culture importance together with other aspects. This way will duplicate the lesson's benefit by transmitting the cultural awareness and also making the lesson easy to understand and more inquisitive.

Conclusion

Intercultural confrontations have become an usual event for considerable number of individuals in several nations. Those senior levels of tangible and practical intercultural connection have the ability to drive to the personal enhancement and advantage, because confronting diversity or what is sensed to be distinct and give the learners the chance to learn from one another and about each other. To take advantage from differences it is essential that the distinction of disparities and basic drawbacks are faced to guarantee that all are capable to appreciate real equivalence of chance and to take part of the intercultural confrontations and communicate on a similar basis. It is also crucial that the intercultural competences of the individuals are enhanced to empower them to comprehend ,enjoy , accept and respect the other's differences , and permit them to take part also of the public endeavor's in order to be active and to benefit from the variety. Enhancing the intercultural competence throughout teaching is a strong way to attending intercultural awareness, understanding and respect. It helpful for individual's to enhance the different competencies they need to maintain a proper and a clean dialogue and to live in sympathy with the peoples who are sensed to have multicultural affiliations.

CHAPTER TWO

ELT AND TEACHING CULTURE IN ALGERIA: ANALYZING THE SITUATION

INTRODUCTION

II.1 .CULTURE TEACHING IN the ALGERIAN SCHOOLS.....	33
II.2. THE HISTORICAL PROGRESS OF THE ELT IN ALGERIA.....	34
II.3. ALGERIAN EDUCATIONAL IMPROVEMENT.....	35
II.4. EFL IN ALGERIAN SECONDARY SCHOOLS.....	36
II.4.1.THIRD YEAR SYLLABUS.....	37
II.4.2. THE TEXTBOOK LINKED TO SYLLABUS.....	37
II.5. THE “NEW PROSPECTS” TEXTBOOK DESCRIPTION	38
II.6. THE CULTURAL CONTENT OF THE NEW PROSPECTS	39
-UNIT ONE	39
- UNIT TWO	39
- UNIT THREE	39
- UNIT FOUR	39
- UNIT FIVE	40
- UNIT SIX	40
II.7THE PROCEDURES AND THE STRUCTURE OF THE RESEARCH..	40
II.8. THE STANDARDS OF THE TEXTBOOK EVALUATION	41
II.9.Classification of Cultural Content in the « NEW PROSPECTS ».....	42

II .9.1. Audio Materials	42
II .9.2 Written materials	42
II .9.3 Visual Materials	43
II.10.SAMPLE	45
II .11. PILOTING	46
CONCLUSION	50

Introduction

It has been claimed in the first chapter that culture and language are mostly interrelated and interlinked with finalizing, considering, and including the other. Maybe the most important switch during the last generations, in the Algerian learning system has been the amendments conducted in the beginning of 2000's. This switch aims at fresh glimpses and expectations that can manage with the recent international system and the enhanced interrelatedness. Language usage suggests somehow or other the culture usage. The interrelationship of the culture and language lured number of areas of education like biology and ethnology.

In this investigation the second chapter occurs to incorporate two important elements: the first one shines light on the whole position on the ELT in Algeria and the cultural content of third year ELT textbook "New Prospects" as an examined issue. The second element of this chapter provides the methodical partiality. Shortly speaking heedless of the portion that is dedicated, lot of concern, will be concentrated on the educational factors through which ELT in Algeria is going at the current moment.

II.1. Culture Teaching in the Algerian Schools

As the world is shrinking and getting smaller and smaller, the importance of learning the languages become progressively acknowledged. Considering the English language's role in this worldwide society is becoming progressively significant as well. The English language is the language of the new means of communication like television and internet. According to Tiersky and Tiersky (2001), about 1.8 billion of people speak the English language without forgetting that it is also the language of the international business communication, travels, technology, entrainment and other different fields.

Consequently, it goes without saying the attention on the English language teaching is becoming an essential part of education throughout the world. In the particular situation of Algeria, the appreciation of the Ministry education, of the increasing significance which English today performs all over the world can be observed. In 2001, the Ministry of education launched the educational reforms and, thus, various modifications happened regarding the English language teaching. The English was approved in Algeria as a foreign language in the all of the education classes besides the primary classes it is considered a second foreign

language after the French language which has obtained substantial focus through the educational reform.

Primarily, learners meet the English language at the first year of middle school at the age of 11. They study it for 7 years; 4 at the middle school and 3 at the secondary school. This is a piece of an entire procedure, including the development of new curricula making new textbooks and accompanying documents.

Actually, a new teaching approach was accredited known as competency-based approach (CBA). As indicated before English is educated as mandatory course beginning from the first year of the middle school. Despite that, English is assigned the status of second foreign language in the educational system and according to social and historical reasons. English is mainly taught for academic reasons as to sit for examinations. It is primarily utilized in the proper classroom surroundings and there are limited chances, other than in school to use it for everyday communicative reasons.

II.2. The Historical Progress of the ELT in Algeria

English language is considered a second foreign language in Algeria after the French language for historical reasons. Algeria was occupied by the French colonialism that is why the French language was given a significant status in the communal-civil place in Algeria. currently underway, the world developments in the global arena as well as the strong consequences of the inexorable globalism procedure it is difficult not to be domestically affected by what is internationally going. Algeria had to open its linguistic sluices to the English for the ever-increasing necessity to international consolidation permanence.

Thereby, the growth of English as forcefully the universal language is not deemed randomly a linguistic miracle. According to Crystal (2003) The English language has become a universal language for one reason: merely, the strength of its people. The person can simply discover the physiographic and the historical causes behind its growing omnipresence.

Certainly, Algeria like other countries too is not connected to English with imperialistic heritage what drive the language to be categorized as a foreign language like a lot of other nations.

In Algeria, the ELT is progressively inhabiting the core of work in the best interest of holding rate with the universal instructional newness, whose major feature notably the

intercultural language teaching. Because of the competency-based approach approval, the ELT classes confront the issue of facing the intercultural issues with particular prudence to certain present social-political difficulties.

Hall and Eggington (2000: 01) claimed that *“it becomes clear that rather than being peripheral to our tasks as teachers, the political, cultural and social dimensions of ELT are embedded in each and every decision we make.”* Although, the last concerns for enhancing the ELT occupation in Algeria, there are delicate problems which are experimentally difficult to discern. The textbooks appear to be the peculiar funds to teach and learn in the domain of the numerical language teaching and learning where the awareness about culture and the cultural diversity demands a high degree of accuracy.

II.3. Algerian Educational Improvement

Regarding the future and to maintain the momentum with the universal standards, Algeria started the educational reforms in 2002 for the reason of affixing a universal mark on the regional education. The major interest of the regional education was the personification of learner-centered approach as the qualitatively educational pedagogy. From an educational standpoint, the Ministry of Education carried out enormous changes with regards to curricula. Because these changes include circumspectly most of the taught topics, they begin on a new curriculum and present new textbooks, comprising all the taught themes. The current changes interest all the classes, including the secondary, primary and middle school education, by accrediting a new approach, namely competency-based approach. The latter is domestically approved by the pedagogics to keep a sense of crucial inventions and changes.

Pang (2006: 4) assumed that *“educational systems are now under pressure to produce individuals for global competition, individuals who can themselves compete for their own positions in the global contexts and who can legitimate the state and strengthen its global competitiveness.”* (qtd. in Daun, 2002). The CBA transports new cerebral and socio-cultural factors that supply the learners with the required skills to be capable of cooperating with the current universal nationality. Through this structure a post method; learners confront issues of being liable to his own-cerebral metacognitive and emotive advancement.

Despite that, tutors of education are at the core of those changes. In fact, the tutors are given a backbone to develop their capabilities and abilities of the content to be effective

instructors in teaching the recently approved contents. Tutors, as having various agencies inside the classrooms, are given unparalleled valuation in their ranks.

According to Crystal (2003), it is obviously noticed that the fresh promptness for reform gives a remarkable inclination to promote the linguistic range particularly under the self-congratulatory thinking about English.

It should be noted that in this linguistic omnipresence of English, that the ELT vocation in Algeria is a piece of the whole changes. English, concerning its inferior place amidst the world languages, is reviewed by dedicating a particular focus on the meaning of transmissibility. In order to enhance the educational practice a range of novel textbooks is presented for the middle and the secondary schools, viz., “*Spotlight on English*” for the first level. Sequences are launched tidy till the third level and for the fourth one “*On the Move*” textbook, and for the secondary schools, “*Cross-road*” for the first level, “*Getting Through*” for the second and “*The New Prospects*” for the third level.

Hence, the cultural interaction is specifically and technically given a significant light where the students are supposed to enhance a capability or at least the essential abilities to properly interact with the persons from different cultures and backgrounds. To confront these obligations the “*New Prospects*” textbook is presumed to give the activities that might be helpful to develop the intercultural awareness.

II.4. EFL in Algerian Secondary Schools

The secondary school education consists of three-year course composes an official formulation for the (BAC) carried out at the final third year which as the same time mathematical list of the instructional accomplishment in secondary schools. As long as EFL is implicated “*It is part of the curriculum regardless of the learners’ stream (literary, scientific or technological) and represents an additional facet to the general learning and instruction of pupils.*” (Ourghi, 2002: 24)

At the third year, the tutor presents students to a methodical study of speech models and language functions give the students a lot of chances “*...to process content relating to their lives and backgrounds and to develop both fluency and accuracy.*” (Teacher’s Guide, 2007: 59) those students are bare to various sorts and forms of speech and are presumed to have a tolerable control of the major blotches to have the ability to for expressing their views.

At the end of the secondary school the students are consequently presumed to obtain a practical awareness of English that may allow them to obtain capacity for expressing their views and writing fluently and accurate way with eloquent English in the classroom scene. They are also supposed to *“be prepared to interact with various language situations they will encounter in real life.”* (Teacher’s Guide, 2007: 60) it is presumed that such charge should be amassed by the tutor, by using the different materials on their disposition and by introducing the target language to their students.

II.4.1. Third Year Syllabus

It is well-recognized that the curriculum makes the teacher and the student connected in education. In Nunan (1988: 03), Candlin (1984) states that *“syllabus as more localized on what happens in the classroom respectfully to the curriculum.”* The basic goal of every curriculum is to develop the student’s accomplishment throughout a variety of processes and classes. In making the difference between the syllabus and the curriculum patterns Nunan (1988: 08) claimed that *“curriculum is concerned with the planning, implementation, evaluation, management and administration of education of programmes. Syllabus, on the other hand, focuses more narrowly on the selection and grading content.”*

Considerably, although the reason behind making any syllabus constantly arouses a current problem of the adaptive capacities, in other words, either it can be deemed the simple structure of reference to direct the educational process.

Widdowson (1984) highlighted that the syllabus is simply a framework within which activities can be carried out: a teaching device to facilitate learning. It only becomes a threat to pedagogy when it is regarded as absolute rules for determining what is to be learned rather than points of reference from which bearings can be taken. (qtd. in Nunan, 1988 :08)

II.4.2. Textbook Linked to Syllabus

Textbooks are usually the greatest substantial to include the formal syllabus everywhere. As an evidence over-assuredness in ELT Bell and Gower (1998 :117) claimed that *“Course books fulfils a wide range of practical needs, particularly in contexts where English is being taught in non-English speaking environment and where teachers either lack training or sufficient time to analyse each group’s needs.”* (qtd. in Rubdy, 2003: 39)

It can be said that syllabus implies the same as the curriculum. According to the “New Prospects” of the third year, the textbooks conform to the suggestion released in the formal fixed by Ministry of National Education (2006).

II.4.5. The ‘New Prospects’ Textbook Description

According to National Curriculum Committee in March 2006 the textbook abides with the New English syllabus for the third year students (SE3), for the perpetrators the New prospects textbook is an official English textbook patterned by the third year student’s Ministry of education. The “New Prospects” comprises six eligible topical units mentioned on its table of contents, provided in personification methods, those units are organized in 5 major parts for each of them. It is also composed of language performances, abilities, and schemes outcomes, learner’s performances, intercultural performances and the project outcomes. The latter are divided into different functions, the vocabulary and grammar plus the enhancement and the intercultural understanding.

It is worth mentioning that the textbook units arrangement follows precisely the same order of the layout, activities and items. Moreover, the page numbers are roughly equal; in addition each unit is introduced in a clear colored three lines beside each unit. The textbook comprises a supplementary part along with the units named: *Foreword, Book Map, Listening Scripts, Grammar Reference, and Resource Portfolio*.

II.6. The Cultural Content of the New Prospects

The cultural reviews are of a major concern in scheming all of the ELT textbooks in light of its well-defined role to ensure student’s probity and competence. Students become involved under the sway of beneficial textbook where the students can enhance their behavior about the textbook. Moreover, the cultural views drop regularly in the reading comprehension texts where lecturers can take advantage of culture particular patterns in corresponding entry to their previous understanding. (Alpetkin, 1993: 02)

In the ‘New Prospects’ table of contents as prime example particularly patterned for the third year students (EFL students), six various themes-based are provided with thematic/topic-based syllabus reviewed as follow:

- 1. Unit one:** Exploring the past Ancient, **topic:** Ancient Civilizations (pp. 14-44)

At the outset of this unit students are required to figure out data about the ancient civilization through showing a map in p. 15. Despite that, in the reading and writing section a text is given without title which directorates the Ancient Egyptian Civilization in page 37 and 38 appended by images in relation with the markers. The regional culture at the first unit is settled out through viewing a text named “Algeria at the Crossroads of Civilizations”. This last mention the major historical monuments of Algeria like Tassili n’Ajjer, Timgad, Casbah and so forth in addition to the image of Thamughadi (Timgad).

2. Unit two: Ill-gotten gains never prosper topic Ethics in Business (pp. 45-73)

In this unit the students are supposedly reported about the various formulae of the business’s corruption. The first section “Language outcomes” is partitioned in two parts: “listen and consider “and “Read and consider” in this part the students are required to perform the tasks about the text untitled “Imitating Property Is Not Theft”. It notifies the multi-pronged consequences of counterfeit. The objective of this sequence is to provide the students with sufficient input and disclosure to the subject.

3. Unit three: Schools: Different & Alike topic Education in the World (pp. 74-105)

This unit particularly deals with the Algerian, British and American educational systems. The students are subjected to two texts about the British and the American educational systems. In those two texts the students are required to make a comparison between the Algerian one and the two other ones. It goes without any of the physical representations while the semiotic one are involved by showing two images for the Algerian university theatre and library and on the other side an image for the British grads.

4. Unit four: Safety First Advertising topic Consumers and Safety (pp.106-134)

This unit is about publicizing and its influence on people. There is a text in the “*Read and Consider*” Rubric part that discusses the human health and more particularly warns to avoid health problems like obesity. Another text is provided about the TOSHIBA product in the reading and writing part to be to be further addressed.

5. Unit five: It’s a giant leap for mankind topic Astronomy and the Solar System (pp. 135-164)

This unit is entirely scientific it deals with Astronomy and Solar system, in the read and consider part a text discuss the description of different planets and the distance between

them and the sun (Adapted from the book of 'Popular Science' and E. Nourse, The Giant Planets) in the reading and writing part a text shows the effects of throwing a rockets on the comets (Adapted From International Herald Tribune, Tuesday, July 5, 2005, p.8).

6. Unit six: Keep cool! Feelings Topics Emotions and Humour (pp. 165-195)

This unit discusses the various themes like feelings, humour and emotions. "Feelings" a text provided to describe the American and British peoples emotion. Students are supposed to evaluate the degree to which Algerian behaviours to emotions much like or unlike the American and the British behaviours as mentioned in the text "Princess Diana's life story", for grammatical follow-up activities. In graphic representation, unit six composed of the Algerian comedian images those of Princess Diana.

II.7. The Procedures and the Structure of the Research

To carry out scientific researches, it needs to establish the investigation to the essential systematic reviews. The last oblige the researcher to be on the merits connected to some methodological techniques and methods that help efficiently decipher the treated problematic situation. It appears proper at this point of investigation to recognize the techniques and procedures that may head occurrence being investigated.

Regarding this review, the investigator tracks the descriptive research, to this goal the descriptive method pattern is viewed as the right pattern to be tracked by the investigator. A full description and examination of the "New Prospects" textbook is given and an examination for its cultural content, also a questionnaire which portrayed the learner's achievement in regard to the textbook from the tutor's standpoint. According to Sliger and shohamy, the descriptive research: *"involves a collection of techniques used to specify, delineate or describe naturally occurring phenomena without experimental manipulation."* (1989: 124)

Therefore, *based* on accessible proof and without entrusting on experimental investigations, the primary information is stated and outlined to be released toward a general analysis.

Regarding the research methodology, this investigation pursued mix methods approaches to gather and examine the information: the qualitative and quantitative research methods. To this concern Tashakkori and Creswell (2007:4) claimed that *"Research in which*

the investigator collects and analyses data, integrates the findings, and draws inferences using both qualitative and quantitative approaches in a single study or program of inquiry.'' (qted in Mackay and Gass, 2016: 277).

The first method and which is the qualitative method was conducted to pick up more data concerning the quality significant realities and behavioural problems. In addition, the other methods, viz., the quantitative method which is conducted in order to integrate the numeral information and actualities that were construed into various graphical forms. Furthermore, in this framework, the investigator wants to prove the validity of the hypothesis put forward at the beginning. It can be clearly done by using various instruments that are presumed to evoke sensibly a precise representation of the gather information.

II.8.The Standards of the Textbook Evaluation

In order to maintain an excellent evaluation of textbook it requires a group of suitable and uncompromising standards that might be helpful for the teachers so they can be more neutral. In this concern, Hamer (1996) proposed a control list that contains a set of standards that emphasize the physical characteristics, methodology, the content of the program, and its purpose additionally to the tutors' requirements and needs as a way to discover if this textbook covers all those needs. There must be firm standards to analyse the preponderance of materials to communal cultural environment, in that regard, evaluators deliver a general data about the author's awareness, the publisher, the book 'price, plus the accessibility and handiness of textbook which would make things easy for the students. According Lis (2005) and Richard (2001) underscore the significance of presenting culture and gender components to the learners' preceding knowledge, characters and requirements. Richard (2001) proposes four sorts of elements related to the textbook evaluation and collection program factor, teachers' factor, learner factor, and pedagogical factor.

II.9.Classification of Cultural Content in the « NEW PROSPECTS »

The cultural content can be classified into three categories: audio instruments, written instruments, visual instruments.

II.7.1 Audio Materials

There are resources in which students are orally introduced to the contents of this textbook by the teacher and this often applies to the sections that includes the listening text.

The “listening scripts” were intended to be read loud throughout the series of listen and consider or listening and speaking, that is to say once the learner study this sequence. “Listening scripts” composed of interviews and texts which deals with two “listening scripts” as mentioned above the unit one three and six comprise cultural elements.

II .7.2 Written Materials

Each unit has two writings to read. Those writings reflect the textbook reading material. The “New Prospects” really play an vital part in presenting culture to the students. It comprises texts that vary depending on the subject of the unit within the talk of the target culture or the local culture.

The table below shows the categorization of both written and audio materials that occur and hold cultural sense to students. These materials, introduce both culture target and mother culture. Moreover, these materials are intended to be utilized by the instructors in his lesson plan. Despite that, students can utilize them externally for instance when revising or to prepare a course without the teachers instructions, because they are methodical as it is shown in the table below, every unit follows the order.

Material	Audio-material listening scripts	Written-material Reading texts
Unit one “Exploring the past”	Script-1 :radio interview.p.196.197 (adapted from VistorSkipp, out of ancient world).	-Algeria at The Crossroads of Civilizations (adapted from Africa: The Encyclopedia of African and African American Experience, p. 69). - Untitled text talks about Egyptian civilization (pp.37-38
Unit three “schools different and Alike”	Script1 :p.201(adapted from Cambridge First Certificate	-Education in Britain p.83-84 (from Guide to British

	English, p.69).	and American Culture, p.66). -Text without title discusses American educational system pp.98-99 (from D.K. Stevenson, American life and Institution, USIA)
Unit sex “we are a family	Script1: pp. 208-210 (adapted from Skills in English, level 3)	-Feelings p.174-175 (From The Oxford Guide to British and American Culture, p.192).

Table 01: “New Prospects” Textbook content

II .9.3 Visual materials

In the “New Prospects” textbook, factors of culture are introduced in images. in fact the textbook includes a lot of images that present the cultural awareness to students in different units, those images are utilized to transfer a cultural meaning to students so that it can decipher by them throughout questions asked by the instructors or the images’ questions for instance describe the image?. Those pictures represent to students the “New Prospects” content, they are utilized as an addition to endorse the of both written and audio materials. Yet, the visual materials are more helpful for the students to express their thoughts and opinions towards the pictures they see.

II.10. Sample

As a means to achieve the aimed goals of this research, the investigator attempts to choose an appropriate public that provides the adequate data about all the entire public. Butcher (1966:02) claims that because the scientific investigation relies more over on the inductive reasoning where it is not reliant on clean deduction like the math, so it is founded on samples. In this investigation, the interviewees’ teachers and learners are chosen haphazardly from various secondary schools and particularly those of third year level. They are connected

with the various investigation instruments the questionnaire and the interview. Learners are interviewed while the teacher's are given a questionnaire.

In this investigation, the questionnaire is conducted with the third year secondary school EFL educators. During the work, 15 tutors have the chance to response the questionnaire. They are haphazardly chosen from various secondary schools in Tiaret city and its surroundings.

Structured interviews are presented to the third year EFL students. Those learners are from various branches, although some branches are not concerned with the whole section that invented the cultural content of the 'New Prospects' textbook. 10 students from various schools in the Tiaret city are interviewed. The students are haphazardly chosen without relying on their language skills.

II.11. Piloting

Weir & Roberts (1994, qtd .in Hamzaoui 2006) point out that "In all the methods, the value of piloting instruments before actually employing them in final data collection is paramount." This will help identify ambiguities, other problems in wording, and inappropriate items, and provide sample data to clarify any problems in the proposed methods of analysis prior to the collection of data in the study proper.

This step is essential to guarantee the tools credibility and reliability. Dörnyei (2014: 65) claims that: "*piloting is a step wise process that, when properly done, can take several weeks to complete.*" It should be cautiously conducted to check the instruments aptness.

The actual situation evoked in this step rotates over regulating, rectifying, and demounting vagueness typically. Seliger and Shohamy (1989: 195) claim that the sorts of the data collected in this stage comes in two types: the first one speaks about the practical views of the tools administration, and the second one refers to the credibility and authenticity matters.

In this investigation, a questionnaire is sent to four teachers from four different secondary schools. In this stage, slight changes are done in order to clarify and precise some points.

Conclusion

Through this chapter, the investigator wants to delineate clearly and topically the New Prospects cultural content comprising all of its six units. It can be stated that appealing in the biostandard projects, needs a general examination of the encircled conditions and moving backwards to the previous problems, what drive the investigator to inform the current reforms of the Algerian education.

Despite that, it has constitutively been the situation where the educators and the students have the primacy to present their standpoints about the ELT substances and specifically the textbook, because they use it directly during the sessions in the classrooms.

Consequently, this framework comprises an interview conducted with third year secondary school EFL learners and a questionnaire directed to third year secondary school EFL teachers. According to this chosen tools, the investigator has to choose a mixed method approach, i.e., qualitative and quantitative methods in order to examine and analyse the collected information. The next chapter will be about the data collection and analysis.

CHAPTER THREE

RESEARCH DESIGN, METHODOLOGY AND DATA ANALYSIS

SECTION ONE: RESEARCH DESIGN & METHODOLOGY

INTRODUCTION

III.1. Overall Research Design.....	48
III.2. Case Study Approach.....	49
III.3. Quantitative and Qualitative Research.....	49
III.4. Sampling Technique.....	50
III.5. Collection Methods.....	51
III.5.1. Teacher’s Questionnaire Description.....	52
III.5.2. Teacher’s Questionnaire Objectives	52
III.5.3. Teacher’s Questionnaire Structure.....	53
III.5.4. Questionnaire Piloting Procedure.....	53
III.5.5. Teacher’s Questionnaire Administration	53
III.6. Learner’s Interview.....	53
III.6.1. Structure of the Interview.....	54
III.7. The ‘New Prospects’ Textbook Presentation.....	54

SECTION TWO: DATA ANALYSIS PROCEDURES

Introduction

III.7.1. Data Analysis Procedures	56
III.7.1.1. Quantitative Data Analysis	56
III.7.1.2. A) Qualitative Data Analysis.....	57
III.7.1.2.1. A) Interview.....	72
III.7.1.2.2. B) Textbook.....	74
III.8. Data Triangulation.....	74

III.9. Limitations of the Study77
Conclusion.....79

Section One: Research Design and Methodology

Introduction

The third chapter, being concerned with the empirical part of this work, endeavours to investigate the intercultural dimension in the Algerian textbooks: a reflection on the intercultural competence place: New Prospects textbook as a sample, and ultimately relates qualitatively as well as quantitatively the data which have been obtained and compiled through questionnaires, interviews and textbook analysis. To satisfy the mixed method approach criteria, the use of multiple tools to measure the same variables was adopted. This was carried out with the purpose that the quality of the research findings would be enhanced in terms of reliability and validity as well as depth of insight into the object of study (Miles & Huberman, 1994; Nachmias & Nachmias, 2000; Patton, 1990). The interviews have been conducted with secondary school learners of English at Tiaret city. Besides, a questionnaire designed and e-mailed to teachers and the analysis of the accredited textbook, namely “New Prospects”. The aforementioned metrics tools, viz., interviews, questionnaires and textbook analysis are designed as structured tools for the first, as a self-completion for the second and a thorough scrutiny of the content; visuals, reading passages, video tracking...etc. for the third one.

III.1. Overall Research Design

How to proceed is the linchpin of undertaking any research, because the choice and the clarity of the method have an effect on the validity and reliability of the final gleaned findings. The research type is governed by “fitness for purpose” (Cohen, Manion & Morrison, 2000: 146¹). That is to say, the purpose of research determines the adoption of a more or less adequate methodology and design. In our case, the aim was to investigate the intercultural dimension in the Algerian English textbooks; a reflection on the intercultural competence place: “New Prospects” textbook as a sample, especially secondary school English teachers who have just started implementing new designed textbooks. Therefore, the research method adopted in the current study is the mixed one, requiring a purposeful mixing of methods in data collection, data analysis and interpretation of the evidence. In fact, the mixed method research gets inspired on potential strengths of both qualitative and quantitative methods,

¹ Cohen, L., Manion, L., & Morrison, K. (2000). *Research Methods in Education* (5th ed.). London & New York: Routledge Falmer.

allowing researchers to explore diverse perspectives and uncover relationships that exist between the intricate layers of our multifaceted research questions. The choice of such research method is meant to seek the intended validity and reliability thanks to the more panoramic views of their research landscape, viewing the issue from different viewpoints and through diverse research lenses; to maximize the chance of collecting more reliable data and minimize the chance of biased findings. In so doing, the generated data can allow their triangulation. The latter is a method in which the research relies on two or more research methods to investigate the same issue.

III.2. Case Study Approach

Case studies can be put among descriptive-interpretive designs as they “*strive to portray ‘what it is like’ to be in a particular situation*” (Cohen & al., 2000: 182). Our enquiry takes the format of a case study as an approach (Hitchcock & Hughes, 1995; qtd. in Cohen & al., 2000; Marczyk & al., 2005)^[2], not as a method for data collection (Cohen & Manion, 1994, qtd. in Bellalem, 2008) ^[3] because of the following reasons. Case studies are time-and locus-bound. Furthermore, as Hitchcock and Hughes (1995) suggest, they are valuable research approaches especially “*when the researcher has little control over events.*” (qtd. in Cohen & al., 2000: 182). They also provide unique examples of a class, click or a community of real people in authentic contexts, enabling in-depth understanding of events not just abstract theories and principles (Cohen & al., 2000). Conforming to these characteristics, our study was conducted with a limited small group of secondary school English teachers and within the confines of a particular site in one province in Algeria, Tiaret, aiming at presenting vivid descriptions of the participants’ authentic actions.

III.3. Quantitative and Qualitative Research

The quantitative-qualitative opposition is most often the hallmark of research battlefields; which of the two can prodigiously gain primacy over the other to get the title ‘scientific’. Quantitative research proponents claim that they conduct more rigorous research and use statistical analyses to find about their object of study. The key features of quantitative research “*include formal and systematic measurement and the use of statistics*” (Marczyk &

² Marczyk, G., DeMatteo, D., & Festinger, D. (2005). *Essentials of research design and methodology*. New Jersey: John Wiley & Sons, Inc.

³ Bellalem, F. (2008). *An exploration of foreign language teachers’ beliefs about curriculum innovation in Algeria: A socio-political perspective*. (Published Doctoral Thesis). King’s College. London.

al., 2005: 17). Depicting an objectivist view to reality, this type is thought of as *“obtrusive and controlled, objective, generalisable, outcome- oriented, and assumes the existence of ‘facts’ which are somehow external to and independent of the observer or researcher.”* (Nunan, 1992: 3). Qualitative research, on the other hand, can be defined as the one that attempts to carry out an in-depth study with a limited number of participants to know about their attitudes, behaviour and experiences (Dawson, 2002). Strauss and Corbin (1998) state that different from their counterparts, qualitative researchers enquire about *“organizational functioning, social movements, cultural phenomena, and interactions between nations”* (qtd. in Bellalem, 2008: 72). It is worthy to say that none is the best as this distinction is *“simplistic and naïve,”* confirms Nunan (1992:3). They are complementary at the extent that the strength of one mends the weakness of the other.

For the sake of ensuring data triangulation, the current research adopts a blend of the three, considering that the three paradigms were positioned on a continuum. Nevertheless, Dörnyei (2007: 45) [⁴] observes that the blending of methods *“has a unique potential to produce evidence for the validity of research outcomes through the convergence and corroboration of the findings.”* The use of mixed methods was to corroborate our findings and to improve the validity of the collected data. In this sense, qualitative data would add, supplement and interpret the statistical data because *“words can be used to add meaning to numbers.”* (*ibid.*). In either research methodology, be it quantitative or qualitative, identifying research context and participants as well as sampling methods are of utmost importance.

III.4. Sampling Technique

According to these facts, the participants were selected on the basis of a somewhat purposive and convenience or opportunity sampling (Cohen et al., 2000; Dörnyei, 2007). Adopting a purposive sampling technique, the researcher simply chooses a group of English teachers and EFL learners who fulfil his purpose (Cohen & al., 2000). Opting for *“convenience sampling ... accidental or opportunity sampling ... the researcher simply chooses the sample from those to whom she has easy access.”* (Cohen & al., 2000: 102). Dörnyei (2007) also defines the former as the most common and largely practical technique to build a sample with those available, and the latter as accidental situations in which the researcher is likely to come across a group who, to some extent, satisfies his research needs.

⁴ Dörnyei, Z. (2007). Research methods in applied linguistics: Quantitative, qualitative and mixed methodologies. Oxford: Oxford University Press.

The rationale for this selection is premised on the fact that being “captive audiences” (Cohen et al, 2007:114) this sample of secondary school teachers of English and EFL learners conveniently fulfilled the requirements of our research in terms of purpose, availability at a certain time, easy accessibility and geographical proximity (Gall, Gall & Borg, 2003). After all, a group of teachers and learners is needed to demonstrate willingness to collaborate. Nevertheless, it is admitted that this kind of sampling does not claim relevance of findings to the larger population which this particular sample belongs to. The argument can be that albeit empirical, most research in social sciences surprisingly does not employ random sampling (Dörnyei, 2007). Aligning with qualitative research, purposive and convenience sampling techniques, quantitative researchers’ goal is not generalisable to the whole population; *“instead they might seek to describe or explain what is happening within a smaller group of people;”* (Dawson, 2002: 47)

The participant groups consist of thirty (30) secondary school teachers and __learners, especially from the city of Tiaret. It should be admitted that the number of the participants is meagre and thus, findings could never be generalized.

III.5. Research Tools

For the sake of data scientific validity, the use of a pair research tools, viz., a questionnaire, a structured interview and the analysis of the textbook seems to be the most appropriate for the collection of diversified data, allowing the expansion and strengthening of the research conclusions. In other words, the findings entailing from these research tools provide stronger evidence for their corroboration through triangulation. Thus, a questionnaire has been administered to secondary school teachers. It should be highlighted that the eleven (11) question-items basically focus on the intercultural dimension in the Algerian English textbook, reflecting on the intercultural competence place. Besides, a structured interview, encompassing seven (7) items, has been conducted with secondary school learners, and the scrutiny of the third year textbook ‘New Prospects’ has been carried out. Doing so, voice is given to the research informants, both learners and teachers, ensuring that the gleaned data are grounded in their own experiences, and a thorough and careful examination of the ‘New Prospect’ course book, unearthing the intercultural aspects embedded in its units.

III.5.1. Teacher's Questionnaire Description

This section sheds light on the motives behind using a questionnaire as a tool of data collection, illustrating the procedure and course of its development as well its structure. By and large, questionnaires are the most convenient tools to glean data from a large number of respondents in a record time. They are easy to construct and to process. They are often used to collect data about a particular population's facts, attitudes, opinions, desires, and wants. Although we admit that questionnaires should be employed with a high number of informants,

The questionnaire, directed to secondary school teachers, is articulated around an inquiry which targets basically the investigating the intercultural dimension in the Algerian English textbooks; reflecting on the intercultural competence place. "*Questionnaire is any written instrument that presents 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.*" (Brown 2001: 06) [⁵]. Therefore, as a way to obtain data that explores our research problem from its potential sides, teachers were given a questionnaire (Appendix 1). Questionnaire's questions were directed from general to specific and contain three sections and each section combines various questions.

III.5.2. Teacher's Questionnaire Objectives

Predominantly, questions were posted to teachers directly. The choice of the questionnaire is justified by the fact that it enables us to collect a broader range of data in connection with the objective of our research. The number of the collected questionnaires is thirty (30) out of 30, a rate of one hundred per cent (100 %), none was rejected. Besides, informing us about the informants' bio-data, their opinions and attitudes, the analysis of the responses provided a certain number of data of a statistical nature on the various points quoted in the description of the questionnaire (cf. Appendix 1). This initial work, thus, made it possible to release from main tendencies in the form of percentages, revealing the teachers' perception of the intercultural dimension and its importance in the textbook. Fundamentally, our questionnaire has dual purposes, first, it aims to unearth the intercultural aspects in the accredited textbook. Besides, as a second purpose but crucial, this questionnaire aims at testing our hypothesis regarding whether they are confirmed or disconfirmed.

⁵ Brown, J.D. (2001). *Using Surveys in Language Programs*. Cambridge, UK: Cambridge University Press.

III.5.3. Teacher's Questionnaire Structure

The questionnaire consists of thirteen (13) question-items. The latter are grouped into three distinct yet complimentary sections; the preliminary section, consisting of four (4) question-items, is devoted to informants' personal and professional data, including their gender, age, professional experience and work locus. The second section, encompassing eight questions, is meant to disclose respondents' reflections and attitudes towards the teaching strategies of the cultural aspects. Third section is dedicated to suggestions as regards intercultural aspects teaching. It comprises only one open-ended question which questions the respondents about their suggestions as regards intercultural competence enhancement, i.e., meant to generate long quantitative data. (Brown, 2009)

III.5.4. Questionnaire Piloting Procedure

It is traditionally acknowledged that research tools undergo a long process during which they are constructed, piloted, reconstructed and then administered. In fact, it took us few weeks to select the questionnaire content as regards wording and relevance as well as to ultimately decide on its layout and structure. For the sake of pertinence and accuracy, the questionnaire was rebuilt several times. As part of the piloting process, for the sanitary restrictions imposed on us by CoViD19, we simply consulted some of our classmates. Honestly speaking, their comments were of paramount significance in addressing some of the weaknesses; some elements have been outrightly dropped and others reformulated.

III.5.5. Teacher's Questionnaire Administration

Owing to the endured sanitary circumstances which were imposed by the CoViD19 pandemic, the questionnaire was e-mailed to thirty (30) teachers via Facebook and Gmail applications, and they all responded to the questionnaire. The participants were from different schools, levels, and teaching experiences. This allows for different perspectives to be collected, and this give credibility to the study results.

III.6. Learner's Interview

In addition to the questionnaire, we found it better to use an interview. We opted for the interview as a form of joint action (Desgagné 2005) where narration supported by the researcher in the course of the interview represents a stage of cooperation. Besides, the use of

the ‘mixed approach’, i.e., the combination of the interview (qualitative tools) and the questionnaires (quantitative tools) is carried out to collect enough insightful data and ensure a comprehensive assessment on the issue of the intercultural dimension.

To check, deepen and complement the results obtained through the questionnaire addressed to the field workers, we opted for a structured interview. This required the development of an interview guide prepared according to the survey objectives. The target population for this interview consists of seven interviewees.

III.6.1. Interview Structure

The interview was constructed on the basis of the relevant literature echoing the major components of the issue relating to the intercultural aspects embedded in the Algerian English textbooks. It consists of two (2) open-ended questions and five (5) close-ended questions. They all converge towards investigating the intercultural aspects inserted in the textbook of English.

III.7. The ‘New Prospects’ Textbook Succinct Description

“New Prospects” is designed for third year secondary school learners; Bac candidates. Its comprises six units dealing with six themes official approved in the syllabus with recurrent language functions, syntactic structures as well skills and strategies. The coverage of the suggested thematic units, learners are exposed to a variety of real-life experiences, via which they are systematically incited to respond to diverse problem-solving situations. The main focus of the current dissertation is attributed to the intercultural aspects via culture-based contents; images symbolizing “cultural artifacts”, advertisements promoting “clothing and fashion items”, graffiti reflecting on real-life struggles “body language”. All these together contain visual records that can be used to provide factual information about different groups, providing better understanding of ideas and lifestyles that pictures generate.

SECTION TWO: DATA ANALYSIS PROCEDURES

INTRODUCTION

III.7.1. DATA ANALYSIS PROCEDURES

III.7.1.1. QUANTITATIVE DATA ANALYSIS

III.7.1.2. A) QUALITATIVE DATA ANALYSIS

III.7.1.2.1. A) INTERVIEW

III.7.1.2.2. B) TEXTBOOK

III.8. DATA TRIANGULATION

III.9. LIMITATIONS OF THE STUDY

CONCLUSION

Section Two: Data Analysis Procedures

Introduction

After designing the research study, the following step will be about the analysis of data gathered from the research instruments stated above, this will help the investigators to find answers to the research questions. Besides, constructing information and reflecting the Secondary school teachers' and learners' viewpoints as regards the intercultural issue, the analysis included quantitative and qualitative data analysis procedure. This will help to enrich the current study.

III.8. Quantitative Data Analysis

It is worth-reiterating that the total number of the collected questionnaire is thirty (30). The analysis of the responses provides a certain number of data of statistical nature on various points quoted in the description of the questionnaire.

Section One: Respondents' Personal & Professional Data

Question-item 1-Gender : Male Female

Female	Male
20	10
66.66%	33.33 %

Table 3.1: Respondents' Distribution according to Gender

The statistical data above reveal that 66.66% (n=20) of the surveyed teachers are females, yet, the rest, i.e., 33.33% (n= 10) are males.

It is worthy to highlight that on secondary school teacher population is heavily feminized. In fact, such feminisation dominance is consistent with the national statistics which indicate that the profession of teaching is generally dominated by females. Yet, the phenomenon of feminization of the teaching staff all over the world is nothing new. It seems to be one of the earliest professions compared to other recently feminized ones. Accordingly, "most of the active women on the labour market belong to the tertiary sector activities." (Maruani, 2003: 3). The traditional assumptions on the matter try to explain the matter to

explain the phenomenon by suggesting the family-life reconciliation with those professional and reaching ones, i.e., family-friendly profession (Parkay& Stanford, 2003; Wiseman, Cooner and Knight, 2002). Besides, it is believed that females are compassionate, hardworking sincere enough and have got high pitched voice which is audible.

Question-item 2. Age: How old are you? I am _____years old.

- a) Less than 25 years old b) between 26 and 30
 c) Between 31 and 40 d) between 41 and 50
 e) More than 50

Age	Number	Percentage	Average Age
Less than 25	00	00%	31.06
Between 25 and 30	08	26.66%	
Between 31 and 40	17	56.66%	
Between 41 and 50	05	16.66%	
More than 50	00	00%	

Table 3.2: Respondents' Distribution according to Age

The statistics above indicate that more than the half of the respondents (56.66% n=17) have an age ranging from 31 to 40. About one third (26.66%) of them are aged between 25 and 30, and 5, representing 16.66%, are between 41 and 50. The average age is 31.06.

These age ranges are, of course, arbitrary. Generally speaking, it is believed that age and experience correlate and have a positive impact on teaching. Secondary school teachers can be split up into two categories as regards pre-service training; the first one is BA holders whereas the second group is Master degree. Recent recruitment regulations stipulate that BA degree holders are appointed in middle school education, whereas Master degree holders are engaged as secondary school teachers. Thus, it can be deduced that twenty two teachers, representing 73.32%, who accumulated more than 31 year-experience, are BA holders.

Question-item 3: Work locus In which secondary school do you work?

The data drawn from question-item 3, in connection with work locus, reveal all secondary school teachers working in Tiaret city. They are distributed over four secondary schools, viz., Mohamed Benabdelkrim, Commandant Zoubir, Polyvalent and Belhouari

Mohamed. In fact, two are grammar schools and the two others are comprehensive ones. It should be clarified that all four school are in urban area.

Question-item 4: Professional Experience How long have you been teaching English?

- a) Less than 5 b) between 5 and 15 c) Between 16 & 25
 d) between 26 and 30 e) More than 30

Length of professional career	Number	Percentage	Average professional experience
a) Less than 5	3	10%	21.83
b) Between 5 & 15	07	23.33%	
c) Between 16 & 25	13	43.33%	
d) Between 26 & 30	07	23.33%	
e) More than 30	00	00%	
Number/percentage	30	100%	

Table 3.3. Respondents’ Distribution according to their Teaching Expertise Length

The data abovementioned show that ten per cent (10%) of surveyed group have a teaching experience that is less than 5 years. For the other twenty-seven informants teaching experience is shared as follows; between 5 and 15 years for seven teachers, representing 23.33%, between 16 and 25 year-experience for 13 of them, representing 43.33%, between 26 and 30 of hands-on experience for 7 of the targeted group, representing 23.33%. It is worth highlighting that none of them has accumulated more than 30 year-experience. The average professional experience is 21.83.

It is commonly believed that teaching experience is positively associated with learners’ achievement gains throughout a teacher’s professional career. Teacher efficiency gains associated with experience are the most important in teacher’s initial years, but continue to be significant as teachers reach the second and often the third decade of their careers. Teaching expertise means having a repertoire of ways at one’s disposal for handling the task of teaching, and then knowing how to choose and apply what is appropriate from one’s repertoire. ... Management expertise means arranging the environment to maximize attention

and engagement with the learning experiences. As regards the targeted group, except for those three novices, the others have already acquired effective processes of attending learners' needs, and making specific interventions to help them learn particular things.

Section Two: Respondents' Reflection on the Cultural Themes

Question-item 5: Do you continually rely on cultural themes in your every day teaching?

a) Yes- b) No-

Yes		No	
Number	Percentage	number	Percentage
28	95%	02	5%

Table 3.4: Respondents' Regular Reliance on the Cultural Themes

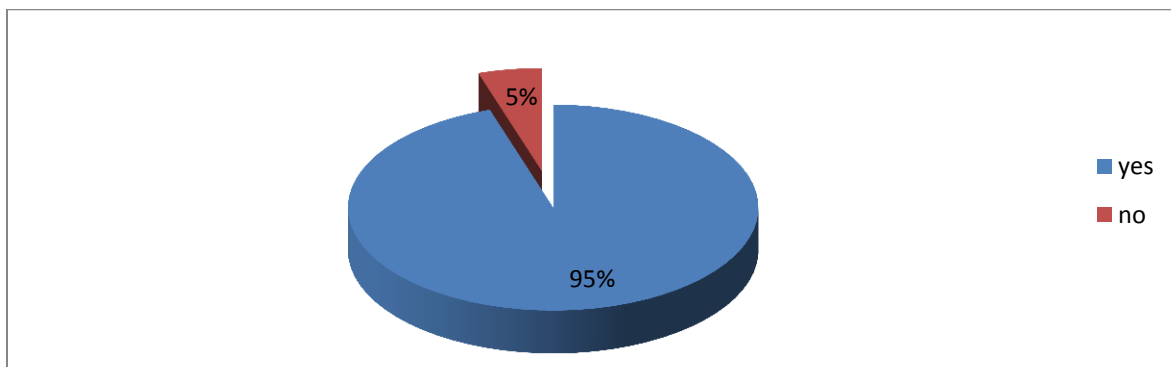


Figure 3.1: Respondents' Regular Reliance on the Cultural Themes

The data on table 3.4. demonstrate that the heavy majority of the respondents (95% n=28) regularly and persistently rely on those textbook cultural themes in their daily practicum. A very meagre minority (5% n= 2) attests that they do so once a while.

The above responses reveal that the cultural issue is dealt with in most EFL classroom, except for those few teachers who confirm that they occasionally do so. The latter may have a limited notion of intercultural aspects within the new approach. In fact, English language should not be restricted to knows acquisition, yet it should go beyond this to improve learners' know-how-to-behave. This readiness refers to characteristics like openness, flexibility, empathy, awareness of others, and the ability to relativize one's perspectives and overcome dysfunctions and resistances, all of which allow establishing and maintaining relationships with other cultures. To attain such features, learners should know how to

understand, interpret, compare and contrast things. EFL teachers are supposed to make learners acquainted with such processes. The notion of intercultural competence or competencies in foreign language teaching, according to Neuner (1997), should not be considered a new method of teaching, but a more comprehensive view of communicative competence that goes beyond functional or mere pragmatic aspects of foreign language use and that recognizes that FL teaching has to do with development of the personal and social identities of the learners.

Question-item 6: Do you regularly rely on the ‘New Prospects’ textbook in your usual teaching?

a) Yes-

b) No-

Yes		No	
Number	Percentage	number	Percentage
	85%		15%

Table 3.5: Respondents’ Total Reliance on the Accredited Textbook

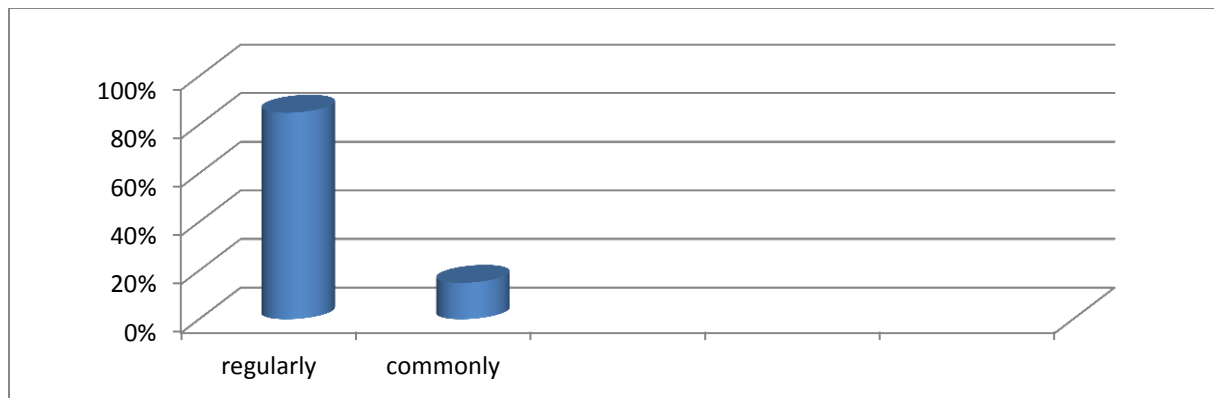


Fig. 3.2: Respondents’ Total Reliance on the Accredited Textbook

The gleaned data, regarding teachers’ utter reliance on the “New Prospects” textbook content, demonstrate that eight six point sixty-six per cent (86.66% n=26) of the targeted informants confess that they entirely depend on the officially accredited textbook. The rest, 13.33% (n= 4) of the surveyed teachers claims that they do not systematically depend on the textbook contents.

In fact, textbooks can serve several purposes for teachers; a core resource, a supplementary material source, an inspiration for classroom activities or the curriculum itself. They have some advantages for teachers by assisting them managing a lesson, saving time,

providing guidance, facilitating homework assignment, making teaching easily, well-organized and more convenient. Most of all, they provide confidence and security for teachers, especially those who are new comers to the field of teaching; inexperienced ones. Textbooks have also advantages for learners; providing them with guidance and framework, helping to organize their work inside and outside the classroom, enabling to learn better, faster, clearer and easier. It is commonly acknowledged that textbooks can be good servants, but poor masters too. Yet, with heterogeneous classes, teachers are required to adapt and modify the textbooks contents to cater for learners' level, interest, learning styles and preferences. Such textbook adaptation is a laborious process which endures time. Then, implementing the textbooks contents slavishly can have no positive effects on either learners' learning nor teachers' professional development. We are living in a multimedia era, and the educational materials need to be of an adequate level of sophistication if the language class and learners are not to be devalued. Teachers are required to find time and access to adequate technology to create 'authentic' audio-visual materials, i.e., videos, cassettes, computer programmes, etc. reflecting the real-world products learners are likely to encounter outside the classrooms. Without such authenticity, however, it is too hard to provide culturally rich input, or to instill and develop appropriate coping strategies enabling the learners to draw advantage from extracurricular inputs to which they may have access.

Question-item 7: A) Do you think that students have variable background knowledge about the target cultures?

B) If yes, why?

a) Yes-

b) No-

Yes		No	
Number	Percentage	Number	Percentage
12	35%	18	65%

Table 3.6: Learners' Acquaintance/Lack of Acquaintance with the Target Language Culture

The question-item 7 A is asked to check if EFL learners are background knowledge about the English culture. For 18 informants, representing 65%, English language learners have no culture prerequisite on the culture of the target language. For the rest, i.e., 12 (35%), learners have cultural requisite on the English culture.

Relying on the aforementioned gleaned data, the lack of acquaintance of the cultural aspects of the target language; English, is a general feature among the EFL learners. What motives are behind such negative attitude toward? The follow up question-item B will answer our enquiry.

B) If yes, is it because of _____?

- a) Communal stereotypes
- b) Religious Beliefs
- c) Historical Facts

Motives	Number	Percentage
Communal stereotypes	14	45%
Religious Beliefs	11	35%
Historical Facts	5	20%

Table 3. 7: Learners' Susceptible Motives behind Negative Attitudes toward Foreign Language Culture

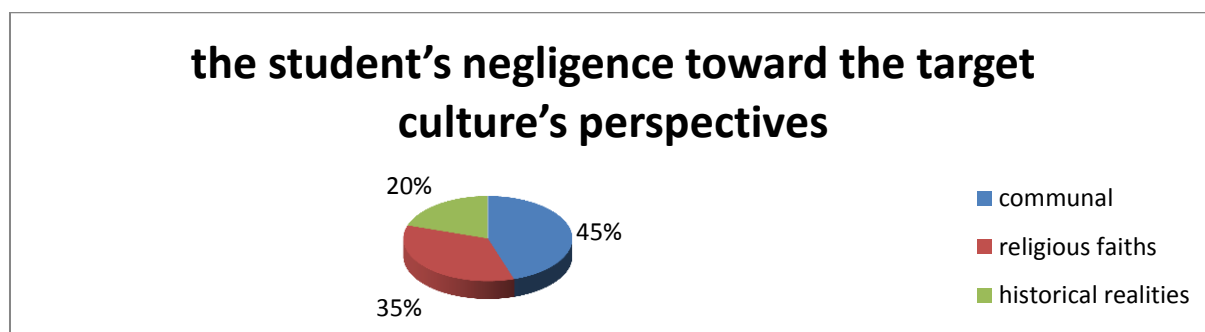


Fig. 3.3: Learners' Susceptible Motives behind Negative Attitudes toward Foreign Language Culture

As a follow-up question, this item is intended to unveil the susceptible motives behind learners' lack of acquaintance and familiarity of/ negative attitudes toward the English cultural aspects. For forty-five per cent (45% n=14) of the informants, the motives behind learners' negative attitude toward English cultural aspects are communal stereotypes. For thirty-five per cent (35% n= 11) of the targeted population, such refutation is mainly due to religious beliefs. For the rest, i.e., twenty per cent (20% n=5), such denial of the English cultural features is related to historical facts.

Right from the outset, it should be admitted that not above selected motives can affect negatively learners' attitude toward learning/getting acquainted to foreign language cultural aspects. Yet, many other factors may play equal role such as economic, geographic, political, etc. Yet, it commonly recognized that religious beliefs play a significant role in sculpting social behaviour. Differences in religious affiliations tend to influence the way people live, choices they made even regarding learning. Besides, judgments such as prejudice and stereotyping may often be negative because it is a common tendency to evaluate the other person with one's own values that their own culture imprinted on them. Learners come to EFL classes with forged ideas and images about the language they learn and the culture it conveys. Generally speaking, these learners' perceptions about the language, the country where this language is spoken are not often based on solid knowledge, but rather on stereotypical which, while not necessarily negative, are usually erroneous and inaccurate (Allen 2004). Teachers are required to proceed to the deconstruction of those stereotypes and erroneous and to build up positive notions about the foreign language culture, enhancing successful outcomes of language learning process.

Question-item 8: What are the cultural elements the most neglected by the students?

a) Communal b) Religious faith Historical realities

	Communal	Religious faiths	Historical realities
Number	14	11	5
Percentage	45%	35%	20%

Table 3.8: Learners' Distribution as regards Cultural Aspects Neglect

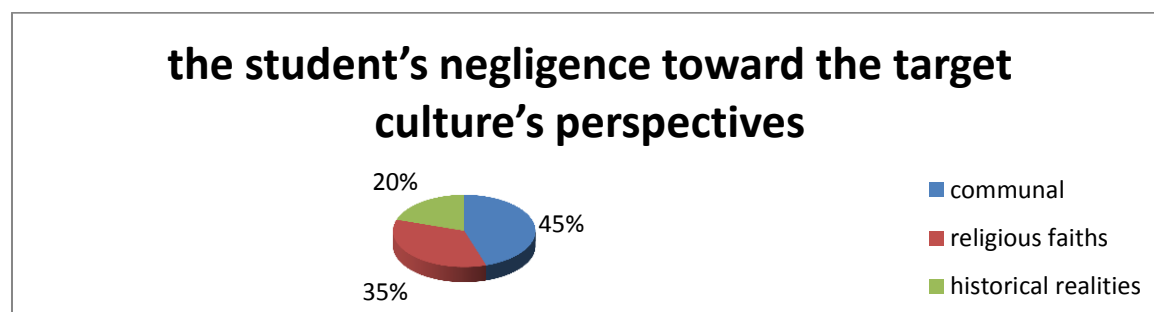


Table 3.8: Learners' Distribution as regards Cultural Aspects Neglect

The eighth question-item is asked to highlight the cultural aspects the most neglected by the learners. The data reveal that, according to the informants, forty-five per cent (45%) of

the learners tend to neglect communal culture; the shared experiences which shape the way the society members understand the world. Besides, thirty-five per cent (35%) of the learners have the propensity to disregard religious faiths; all beliefs, values and practices hold to be true and sacred. For the rest, viz., twenty per cent (20%), historical realities; useful records that justify the society continuation and preservation, are overlooked.

With respect to these particular cultural issues, informants were asked to identify the cultural elements that learners tend to ignore/neglect/overlook. In fact, there is worldwide tendency among younger generations towards religious non-affiliation. A research, conducted in 106 countries all over the world, demonstrates that young adults are less likely to be affiliated with a religious group. So, those Algerian EFL learners, i.e., 35%, are to be considered among those who are religiously unaffiliated. Cultures are nowadays, due to globalization, linked together through knowledge and it is quite possible now to gauge the cultural diversity prevailing the world-society. Such interaction between world-diverse cultures entrails into a relativization of cultures and refutes any idealistic and absolutist claim; annihilating any ossification and hegemony. This competition among different cultures within the frame of interaction generates new visions helping people to boost development.

Question-item 9: What culture is the most admired by the students?

- a) National Culture b) British Culture
 c) American Culture d) Other Cultures

	British culture	National culture	American culture	Other cultures
Number	3	15	10	2
Percentage	22%	45%	28%	5%

Table 3.9: Learners' Distribution as regards Culture Fondness

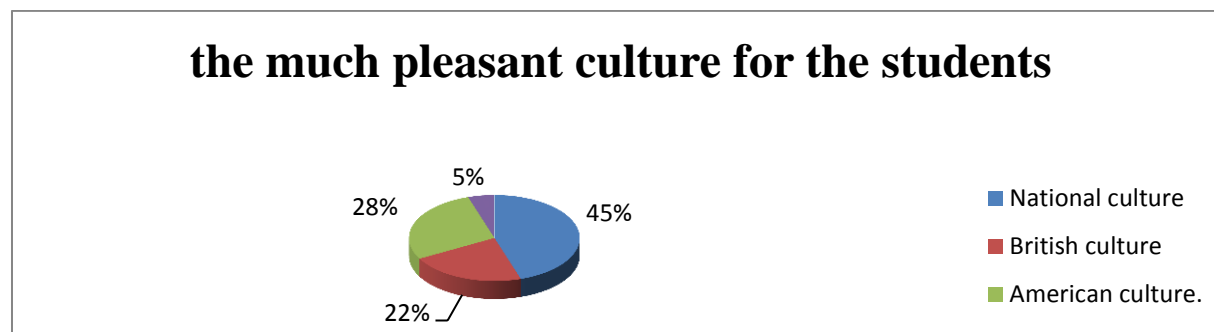


Figure.3.4. Learners' Distribution as regards Culture Fondness

As regards the question-item 9, meant to disclose the culture the most admired by the learners, according to nearly half of the tutors' reports state that EFL learners are fond of the National culture (28%). For the rest of the learners are shared among American (28%), British (22%) and other cultures (5%).

The crucial problem in the Algerian context is what national culture should be maintained among a variety of cultures. Being fond of American or British cultures can be interpreted as an effect of the new technologies use; Internet, Facebook, WhatsApp... Yet, for FL, it is irrefutably acknowledged that EFL learners cannot truly learn the foreign language suitably until they have mastered the cultural context in which the target language occurs. Thus, EFL teachers are persistently required to consider EFL cultural background and features insertion in the FL classroom. To eschew of the limitation of exclusively using one culture in the classroom, teachers are advised to combine local and foreign cultures so as to enable learners to compare and identify the similarities in both cultures.

Question-item 10: Is the national culture alluded to in a persistent method in “New Prospects” textbook? Explain.

a) Yes

b) No

	Yes	No
Number	26	04
Percentage	85%	10%

Table 3.10: National Culture Allusion in the “New Prospects” Textbook

As regards the allusion to national culture in the ‘New Prospects’ textbook, most of the surveyed teachers (85% n= 26) confirm that the meant culture is explicitly highlighted in the different units of the textbook content. Whereas a meager minority, paradoxically, reports that it is not.

Explain:

Among the explanations provided for this question, the informants justified the answers by listing some of the themes dealing with Algerian costumes, mores, mood and historical and tourist sights.

Question-item 11: According to you, what are the most significant elements that should be definitely depicted in the intercultural domain?

Table3.8 Tutor’s notion of the essential culture elements of the intercultural knowledge

	Persons’ life style	Religious data	Historical data	Positivity and tolerance
Number	18	4	5	3
Percentage	57%	17%	19%	7%

Table 3. 11: Respondents’ Grading of the most Significant Cultural Notions to be outlined in the Intercultural Field

In this this part the teachers were asked to indicate the most significant elements that should definitely depicted in the intercultural domain. Moreover, the investigator planned to comprise the textbook and other teaching instruments utilized inside the classrooms. According to the participants, persons’ lifestyles should be devoted the prime focus; with a percentage of 57% (n=18). In the second rank comes the religious data with a percentage of 17% (n=4), and behind religious beliefs come the historical data and positivity and tolerance with 19% (n=5) and 7% (n=3) successively.

In fact, all these cultural features are of prime importance for EFL learners to be acquainted of familiar with so as to avoid any misconception and misunderstanding. To ensure appropriate communication, EFL learners should be made aware of the social norms, values, customs, ... of the foreign language speakers. In so doing, learners could step into the shoes of the foreigner so as to appropriately and insightfully understand what the native speakers’ messages implicitly encode. By the same token, the communicative competence, so hoped and targeted, cannot be attained without considering various views and perspectives of people in different cultural contexts.

Question-item 12: What sorts of challenges and difficulties do you confront when teaching English?

- a) Linguistic Competence Insufficiency
- b) Background knowledge insufficiency
- c) Pedagogical instruments unavailability

	The linguistic competence’ insufficiency	Background knowledge’ insufficiency	Pedagogical instruments’ unavailability
--	--	-------------------------------------	---

Number	14	10	6
percentage	44%	39%	17%

Table.3.12: Kind of Challenges Confronted when Teaching Culture

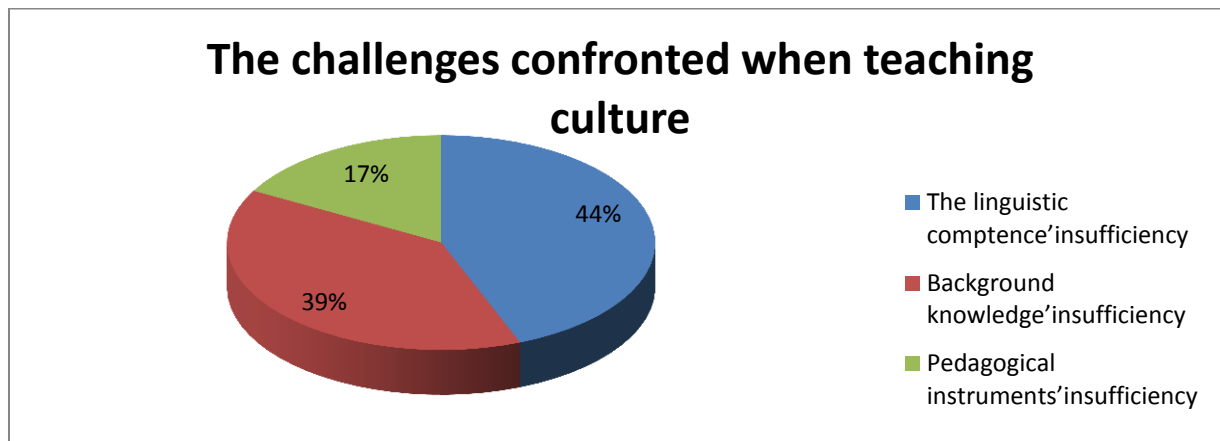


Fig.3.6: Kind of Challenges Confronted when Teaching Culture

The twelfth question-item was asked with the intention to identify the hurdles which may preclude EFL teachers' teaching the target language culture. For forty-four per cent (44% n=14) the prime obstacle for English language culture teaching is the learners' linguistic competence insufficiency. Yet, for thirty-nine per cent (n=10), what matters the most as regards culture teaching is background knowledge insufficiency. For the rest, i.e., 17% (n= 6), the pedagogical instruments unavailability is the paramount problem hindering the cultural issue teaching.

In fact, all abovementioned insufficiencies can preclude the appropriate teaching of both the target language and its culture. Learners' linguistic insufficiency can cause high levels of anxiety among EFL learners, nurturing negative attitude towards the target language. Such insufficiency reduces learners' performance and participation. The unavailability or lack of the teaching materials could also impede learners' learning. In the era of ICTs and digital learners, the software for computer-mediated communication can allow for either synchronous or asynchronous communication. These New technologies add new and interesting dimensions to the tasks developed through the Internet and can therefore change critical dimensions of the task situation. For example, rather than being confined to the topics for which the teacher brings enough information or for which students can rely on their own knowledge and opinions, learners can discuss information and opinions of others, as well as news. Participants in those discussions and tasks are not limited to familiar classmates but involve others from different countries. All in all, the New Information and Communication

Technologies (NICTs) should be nowadays considered as part of the classroom furniture to develop learners' learning skills, and encourage to engage confidently in imaginative learning. Yet, the feasibility of such expected changes requires two conditions, the first is to gain the willingness of the teachers and ensure their training, and the availability of the NICTs.

Section Three: Respondents' Suggestions as regards Intercultural Aspects Enhancement

13- As teachers, what do you suggest in order to enhance the intercultural teaching and learning?

The last question-item, being an open-ended question, is meant to provide the surveyed group with the opportunity to voice out their preoccupations and advance appropriate solutions as regards the issue; teaching the target language culture.

Because of the pivotal role, the teachers are considered as the best observers inside the classroom what make them familiar with the place they were asked to give propositions which might be helpful to cover both teachers and learners' needs and enhance the intercultural language learning and teaching. Consequently, propositions were significantly nearly similar where more than the half of the informants claims that the instruments should be confined only to the textbook. Yet, logically needed for acceptance for other tools such as videos, audios and generally all what is technical. For nearly third of them require the re-examination of the English subject with regard to boosting the coefficient so as to motivate learners toward learning the TL. In other words, this can increase the learners' concern and which can result in a better achievement. Some others ask for the incorporation of assuredness and patience standards that are significant in intercultural communication. Moreover, few suggest the re-examination of the programme where learners can know a diversity of backgrounds without any linguistic complications.

III.9. Findings Discussion

In view of earlier obtainable information, the researcher tried assiduously to arrange believable clarifications and analysis to investigate generally created problems. Primarily, the objective behind the three first question was about the personal information from their year EFL teachers. Premeditation to supply such questions to determine the evidence-base effect on the everyday teaching. As for the teaching knowledge, it was valuable to highlight on the

novice teachers who established their excessive reliance on the textbook, which are legitimate biased-deeds for those neophytes who are in need of survival documents to ensure security. This way, the experienced tutors stated their relation to the textbook. On the basis of those actual reports, it is logical to remark such disparities and this is owing primarily to the expertise and the cultural enhancement that can be purchased through many years of teaching; however, the two sorts have referred constantly to cultural themes to reveal direct connection of language and culture.

In what concern the data gathered from the first fourth question, the majority of the tutors, i.e., 75%, stated that EFL learners have not insightful background knowledge about the target culture in this case the issue can be seen from different angles. On the one side, the dissimilarity over reading generally and reading about culture particularly contributed to limit and narrow the learners' knowledge. On the other side, this restricted background knowledge has also been attributed to the overstated n the linguistic understanding in place of the cultural one. Moreover, what merited additional explanations are the cultural themes.

According to their age, the students weren't familiar with some themes which talk about civilizations, they cannot pull out factual data then comprehend and relate it with their own styles. Thus, there has been no purpose to incorporate culture and language, which made these elements unluckily inseparable.

Nearly the same thing for questions four and five where the teacher were asked to determine the cultural elements that the students neglect about the target cultures. According to their opinions, the students neglect the lifestyles of the persons and their commodity, ethics, mores, and their communal life. Talking about the selected themes and embedded in the textbook, these parts are not given the sufficient interest and attention so logically the students can be unfamiliar with some elements. However, depicting with the audio-visual manner can be way better than any printed document. Other tutor's 45% claim that students ignore the religious faiths of persons of the target culture and 35% stated that the historical realities is the most neglected part. However, the historical realities are established by other themes, considered nearly forgotten. If we make a reference to the textbook it can be impartially state that the historical data is not well-depicted in regard to the target culture even though this sorts of realities are of a supreme significance in the intercultural knowledge.

As it is above-mentioned and even though some of these elements have been connected to other themes, it should be stated that as the reference point, the issue missing the

stimulus to learn has been distinguished as the as essential elements in the perseverance students' accomplishments.

As for the students, it was very significant to discover the culture they appreciate most, and this was done from the teachers' stand point to investigate their stances situation toward interculturality. The findings brought out that national culture is large majority admired by the learners 45% according to the tutors. It would be usual to take the information because they like their mother culture. Then, 28% of the tutor's stated that students appreciate the American culture and others 22% the British culture what has been noticed tutors who teach foreign languages courses.

This has been construed, in the possible reason to learn English in the university, or connected to superior situation of America in a diversity of contexts. Moreover, it has been also assigned to the ecological elements and particularly that of students of the college or the family environment, and the strong impacts of the social media like Facebook, Instagram.

In the question 7 and 8 the tutors were asked to tell how the national culture is referred to and what the depicted themes and elements were. Most of the tutors stated that it is alluded to constantly, like the historical sites, humor, etc. This fact has been affirmed referring to the textbook. In this case the tutor is ought to be a data transmitter in the classroom when it is needed.

In the question nine, the teachers were asked about the obstacles and the difficulties shared by the teachers in some degree considering the insufficient linguistic competence and insufficiency of the background understanding make the learners weak users of cultural data. 44% of the participants members stated that the students were not diagrammatically learned.

Although the students' patterns are presumed to be communally escorted, the outcomes did not eventually demonstrate it. Thus, not having any background or pre-existing understanding and ideas over some cultural themes, being incapable to express communicably the cultural data into the cultural classes discussions, these problems make the students detached , what gives the chance again to encouragement as the essential cause to be referred to. For this reason, pessimistic discouragement over learning cases connected to cultural contexts has directed severely to the refusal and escape of the entire procedure of learning.

Yet, tutors were enthusiastic to approve other pedagogical instruments to captivate the students' attention over learning English generally and construct a strong understanding about

the target language culture specifically. This can be obviously seen in the propositions of the tutors about enhancing the intercultural language learning where the percentage of 57% called for the utilization of technical instruments that can give a practical portrayal of the cultural data which can be well sensed by students with greater encouragement than it delineated in any file. The tutors were conscious too about the situation of the English for students as being neglected as well regarding to other themes like physics and mathematics.

Thus, the English language coefficient subject does not trespass, except foreign languages flow. This delicate problem has been also one of the informal elements that led to the students' discouragement. This issue made the students interested more to other subjects.

III.10. Analysing the Large Societal Standing

Having analysed the 'New Prospects' cultural content it transpired that the historical representations first and foremost concerned with 'Ancient Civilization' (unit1) additionally to the 'Princess Diana' (Unit six). Speaking about the socially and politically issues which are presumed to be involved in interculturality, are delineated in counterfeit and child labour (Unit two) which did not create any connection to some foreign community and culture while the geographical part is mainly concerned with 'Algeria at the Crossroads of Civilizations' (Unit one).

III.11. Analysing the Diminutive Societal Standing

Coming up to this part, it is also concerned with social and geographical self-identifications and personality with regard to their major outputs in addition to their settings. Reasonably thinking, the textbook gave a general outline of the British and American public attitudes without referring to any social group or individuality (Unit six, p. 174, 175). It was primarily incorporated in describing the persons' disposition in public spaces with giving much more attention to the British people. Generally, the diminutive societal information about society and persons of the foreign cultures need to be taken in consideration.

III.12. The Intercultural Level Analysis

Regarding the situations that should be taken into account when it comes to this part of analysis such as the communal depictions, the national and the foreign cultures comparison, as regards patterns, norms, reactions, etc. obviously, the 'New Prospect' textbook comprises

axes where the learners are required to make a comparison between the Algerian learning approaches and the British and American ones (unit three). Moreover, learners are presumed to give their opinions towards the Algerian behaviours and emotions alike and unlike the British and American stances described in the text 'Feelings' (Unit six, p. 174) in unit one (Thamugadi, p. 14) and unit six (Algerian comedians, p. 166) the Algerian culture is well-shown in unit three (A girl's secondary school in Britain, p. 92) the foreign culture is well-expressed too.

III.13. Discussion of the Major Results

After a long analysis various results are obtained that needs explanations and final comments. The first thing suggested concerning the EFL students that they do not have an enough cultural backgrounds over some cultural elements. The thing that has been confirmed by the teachers answers when they said that the students don't have a sufficient cultural background to be proficient in gauging crucially understanding in a positive way the intercultural dissimilarities.

Obviously, 65 % of the teachers stated that students are not diagrammatically skillful and well-versed. Almost all the efforts were made in order to get the Baccalaureate. This cultural insufficiency from the students' side can primarily be assigned because appealing broad reading is completely ignored. As a completed data, students ignore some cultural data which makes their input affected efficiently.

Through the present proofs, the students are facing some difficult issues semantically and verbally such as the absence of the pedagogical teaching materials like annals and dictionaries, participated to prevent their work and efforts to enhance learning generally and learning culture specifically.

The Ne Prospects textbook is the one and only tool to learn and teach culture in the third year EFL students this hypothesis has been confirmed by the students when they said that the New prospects textbook is the only device used in the classrooms during the cultural sessions this followed the question where they were asked if the tutors usually use any technical devices during the cultural sessions or not. Additionally, the tutor's answers to the question 3 confirmed the idea. The majority of the teachers (85%) have uninterrupted the idea the idea of using the textbook steadily as the sole source. Nearly all the EFL teachers asserted that the lack of the cultural background of the students is due to the lack of the reading skills.

The interest for purchasing an overall understanding issue is totally held off. Hence, the latest might be the fundamental reason for having poor educational accomplishments, particularly the cultural ones. Moreover, in view of this incredible theme, several tutors have presumed their liability and obligations towards to the ecological elements, particularly the relatives where the students are externally given enough encouragement to develop their reading skills.

The final hypothesis is confirmed by the teachers and learners on what concern the enhancement of intercultural language learning. Each of them gave a proposition that might be helpful to promote learning culture. One of the major propositions was to fortify and enhance the teaching materials in EFL classrooms.

Through analysing the textbook too much data has been revealed at several levels, because the cultural diversity affects the communal features of the persons' life. These features didn't get the sufficient attention and importance much more particularly at the micro-societal standing. Considerably, the well-known view point in investigating the intercultural dimension keep restricted since both learners and teachers are concerned with enhancing the intercultural language learning.

3.14. The Learners' Interview Analysis

This interview was conducted with the third year secondary school EFL students both scientific and literary streams. Because of the pandemic situation we have been living since mid-March 2020, it was nearly impossible to conduct face-to-face interview that is why we were obliged to post the interview on Facebook account searching for this category of students we need for our study. The seven (7) students were selected from three schools called Commandant si Zoubir, Mohamed Benabdelkrim and Belhouari Mohamed secondary schools. By calling the participants via a video call, 7 questions were asked, enquiring about their attitudes toward the 'New Prospects' cultural content, additionally to the nature of the teaching instruments that are utilized to help in the classrooms.

This interview was conducted singly, comprising seven questions. Its major questions can be sited as follows for which students are presumed to respond:

- 1-What are the most interesting cultural elements that you want to learn about?
- 2-If those cultural depictions/representations are suitable for their future ambitious.
- 3-If the tutors do not use only the textbook but also the technological instruments.

3.14.1. Findings

Question one: What are the most interesting cultural elements that you want to learn about?

AA: Cultural aspects in connection with national culture

Others' cultures; lifestyles, values, traditions

To disclose cultural aspects preferences, interviewees were asked to elicit their preferences as regards the intercultural learning. Some of them stipulate that they are mostly interested in all aspects which are in connection with mother culture, while others declare that they enjoy to know and learn about the others' cultures, especially the English speaking countries; their lifestyles, values and traditions.

Question two: Are all cultural topics covered in the 'New Prospects' textbook fascinating/interesting/motivating? Why?

AA: No, the cultural topics are not attractive.

Because they are poorly documented.

They offer no chance for an effective cultural communication.

The lack of insightful civilizational knowledge deprives us from being active.

The aim of this question was to know whether the 'New Prospects' topics are interesting enough to attract and capture the learners' attention or not. The interviewees unanimously attest that the suggested cultural themes are not interesting at all. Besides, they report that the lack of insightful civilizational knowledge deprives them from being active during those culture rubrics.

For the reasons behind the cultural themes unattractiveness, the interviewees believe that the suggested topics are poorly documented which impacted negatively on establishing proper and effective cultural communication. They see this lack as a serious obstacle that impedes cultural communication with people from English speaking countries. However, three of the interviewees claim that they do admire the cultural topics of the 'New Prospects' textbook.

Question Three: Do the cultural depictions/representations of the textbook match your future ambitions?

AA: For four interviewees, the cultural representations do not respond to their ambitions.

For the rest, i.e., 3, they, in fact, do so.

Here, the interviewees were asked whether the cultural data of the ‘New Prospects’ fit well with their personal ambitions. That is to say, the aim was to know if the learners find that their future objectives are represented in the cultural depictions of the textbook. The investigator noticed that 3 of the students found that cultural depictions suit very well their future ambitions, while the others said that these cultural depictions are unsuitable/insufficient and they hope that it will be extended to include other elements.

Question Four: Do the various activities emphasized on in the ‘New Prospects’ textbook promote the intercultural awareness?

Coming up to this question, half of the interviewees affirm that the idea and said that those activities are helpful and do encourage the intercultural knowledge, the other half frowned upon it.

Question Five: Are the technological devices used by the teachers during the cultural classes besides the textbook?

The intended aim behind question 5 was to glean data about the teaching instruments used by the teachers during the culture classes, especially the technological ones. All of the interviewees confirmed that teachers utterly depend on the textbook and its content during all teaching/learning sessions, even when dealing with cultural issues.

Question six: Do you think that using the technological instruments during culture classes is important? Do you enjoy it?

The aim behind this question was to know whether the usage of the technological devices can make explicit cultural assumptions in classrooms so that teachers can create more culturally responsive and enjoyable learning environment. In fact, all of the interviewees stated that using the technological devices is so important since it can help to understand

better and have a clear idea about the cultural templates and methods. All of them asserted too that they really do enjoy using/integrating them in the classroom.

Question Seven: What are your propositions to gain a good and strong intercultural background knowledge?

As a response to this enquiry, in connection with the propositions aiming to enhance learning culture and intercultural knowledge specifically, most of them said that using the technological devices such as computers, data show, videos, and interactivity via Internet during cultural classes can be effective when representing cultural data in real-life situations. Except for two of the learners stated that teachers should be professional and well-trained.

In fact, what researchers name socio-cognitive approach gives language learners chances to interact in an authentic-social context. Internet can provide socio-cognitive approach through authentic tasks and project-based studies. Technology provides this chance to young learners and offers them unlimited resources; language awareness can be faster through intercultural communication that NICTs afford.

3.14.2. Discussion of the Findings

Through a qualitative analysis the researcher made too much efforts just to outline the answers just to supply additional data form the learners' standpoints.

The learners have shown an alerted awareness about language and culture tightly correlation. It can be straightforwardly noticed through the excitement revealed when it comes to culture learning. This esteem toward culture is ingenuously noticed at the first question where twelve learners avow their persistent request to learn about the different cultures. Most of the learners show their interest in learning all what concerns the lifestyles, traditions and values of the different cultures, especially various cultural aspects in connection with youth. It is remarkable that through the textbook depictions, the part talking about the youth of the target culture is given less importance, the reason why the interviewees show demotivation and indifference.

Another reason stands behind such negative attitude where learners point out that the lack of insightful civilization background deprives them from being active during the culture-based rubrics. Going back to the cultural data that imply the learners' curiosity, it would be complicated to discover a receptive response referring to such data. Similar to the history

topics, for which learners show less or no interest, the ancient historical realities are also devoted no attentiveness.

Furthermore, most of learners stated that they are interested in learning about the lifestyles and the British and American standards of communication as a prime concern. They stated that this will undoubtedly be helpful to understand others' reactions; otherness. Relying on such awareness, it can be notified that it is substantial evidence as regards learners' conscious toward the indispensable learning of things the foreign language conveys beyond the linguistic components. In fact, and according to interviewees these features are neglected in the textbook cultural content. In order to cover such deficiency, it is advisable to exploit the available technological means such as videos, audios, data show, etc. to enhance and capture learners' attention and promote cultural understanding.

As regards the suggested representations, all interviewees show disapproval toward their fitness with their future ambitions. It should be recognized that new-digital generations have a wide range of prospects which can never be limited to those few cultural aspects embedded in the textbook. Extensive investigations in TL culture is supposed to broaden learners' cultural competence. This part is neglected in the textbook cultural part. That is to say, they do not have any chance to enhance and investigate such sorts of data. Therefore, teachers are supposed to vary inputs that offer learners opportunities to enrich their cultural potentials. Besides, it is needed to consider the concept of culture, its indispensable role in class and more importantly, the useful techniques to assemble foreign language and culture, turning classroom space into vibrant cultural and linguistic meetings. In so doing, teachers are not only language facilitators but mediators between language and culture as well. A necessary shift in paradigm is required on the part of the EFL teachers.

Questions 5 and 6 are concerned with the teaching instruments used inside the classroom when dealing with cultural aspects. All the interviewees agreed that the teachers rely only on the textbook content as an aid, which shows that the integration of the technological devices is totally ignored or not at disposal. Undoubtedly, the integration of different NICTs could ignite learners' interests and motivation, exchanging the boring atmosphere into a vivid, evocative, active and lifelike one.

Regrettably, the teachers have been missing a strong role in motivating and encouraging exteriorly students in the classroom. Moreover, using such materials can be helpful for the tutors to transmit a clear idea or information that can be received and easily

understood by the learners since such way do attract their attention. Actually, the accomplishment of learning and teaching of culture can rely strongly on the cultural admiration of instruments instead of other methodical factors in which educators can overcome the challenges caused by doubtfulness. Obviously when talking about the teaching instruments benefits, the latter are not specific to the learners only but the tutors are also concerned.

Educationally talking, using the different technical devices in the classroom can be crucial to ascertain the efficiency of learning throughout supplying genuine backgrounds for both language learning and raising the self-liberty in learners. This is what has been confirmed in the question 7 when most of the learners insisted on the idea of using the technical devices during cultural sessions. There are also those students who insisted on the idea that teachers should be well-trained so as to not only use but maximize their exploitation as well. Teachers should take into consideration learners' abilities, enabling each one of them learn according to his/her pace, style, level and preferences. Doing so, learner-centeredness and autonomy can be easily ensured and attained.

All in all, the use of new information and communication technologies is of a paramount necessity to promote the cultural dimension inside the classroom, enabling them to interact with people of different cultural backgrounds, multiple identities and specific individuality.

CONCLUSION

The aim of our investigative work is to examine the hypothesis given at the first beginning. From an experimental standpoint, by using a triangular method showed various results that were perhaps persuaded. Concerning the learners' performance towards the cultural content presented on the textbook, the teachers' questionnaire provided an accurate description of it that the students are inadequate searchers of the cultural data. Likewise the students' interview revealed that the only learning source was the textbook. Certain cultural topics presumed to be difficult to be taught according the EFL students like ancient civilization that does not have any direct link with the target cultures. Braiche (2008) discussed this problem already and he found that this topic 'ancient civilization' additionally to other themes such as astronomy has no relation with foreign culture elements. Eventually, the textbook was instantly analysed to obtain exhaustive data about the sorts of cultural awareness in accordance to the information gathered in the aforementioned devices.

In other words, the teachers are firstly concern with the students motivation and encouragements by making efforts like having an energetic inspirational thinking that incite them in cultural contexts. From an intercultural stand point and in accordance with the English language education both teachers and learners need to have certain attributes that might be helpful to maintain a good education.

GENERAL CONCLUSION

The capability to know and understand thyself cultural aspects is necessary to comprehend and communicate with people from different cultures. The intercultural learning approach incites to enhance an awareness of culture and cultural differences.

The actual dissertation id constructed on the basis that language is culture and culture is language. Consequently language teaching suggests somehow or other the culture teaching. Culture inclusion does not ensure the enhancement of the students 'communicative skill only but also would help as encouraging element in order to learn the target language.

According to the analysis of the teachers, 'questionnaire and the interview it was revealed that both of them are totally conscious of the connection of language and culture and that they completely discern the important role of culture in ELT. However, cultural element is still minimized in the English language teaching sessions. The curriculum obligate the tutors to focus mush more on the linguistic components such as grammar and vocabulary at the cost of providing the students with the an awareness on the target culture.

Through using a triangular method (the questionnaire, interview, and evaluation standards) it was shown that the third year students that the third year EFL students' detachment from interculturality originated from the insufficiency of the cultural background awareness over some cultural subjects plus the language proficiency dearth. This was confirmed by the questionnaire given to the teachers where they affirmed that learners insufficiency of the cultural background knowledge enable them from getting involved in the cultural actions.

Teachers asked for the dismissal of teaching materials that attract the student's attention especially the technical tools. This somehow confirms the researcher hypothesis , the learner's interview represented data that the textbook is the only instruments used when teaching culture and that enables them to understand some cultural themes. Similarly, the textbook analyzing facilitated the reflection on the accessibility to cultural content according to both teachers and learners demands. The enhancement of the intercultural competence should be related to other features like listening writing and speaking. Moreover, there is an important connection between the students' representation and some cultural themes of the textbook.

Significantly, it should be referred to the affectional side of the learners in order to determine his cultural incompetence. The encouragement to study culture and interculturality in the third year EFL classes should be a focus center; the discouragement makes the students completely unrelated. Stern (1983:375) claimed that “nothing has brought about greater concern about learner motivation than the decline in the enrolments in the language classes and the drop-out from language programmes.” The students felt uncommon with the incorporated cultural subjects of the textbook. While most of the tutors continued asserted that the lack of the cultural background awareness of the students prevented them from being culturally involved; hence, diminishing their inspirational thinking.

The present investigation presented additional general results in EFL case in Algeria that needs to be reconsidered and newly researched. According to this research it was shown that there was serious lack on EFL tutors’ issued instruments to provide for each element making up intercultural capacities.

BIBLIOGRAPHY

- ALPETKIN , C .(1993) . Target language culture in EFL materials. *ELT Journal* Volume 47/2, pp 136-143 Oxford University Press.
- ARNOLD, J. (1999). *Affect in language learning*. Cambridge: Cambridge University Press -
- BACHMAN, L. F. (1990). *Fundamental considerations in language testing*. Oxford: Oxford University Press.
- BACHMAN, L. F & PALMER, A. (2010). *Language assessment in practice: Developing language assessments and justifying their use in the real world*. Oxford: Oxford University Press.
- BACHMAN, L. F. & PALMER, A. (1996). *Language testing in practice: designing and developing useful language tests*. Oxford: Oxford University Press.
- BAICHE, A. (2006). ‘‘Innovation and change in language education: A reflection on the Teaching and Learning of EFL in Secondary School in Algeria‘‘. Unpublished doctorat d’etat in applied linguistics and TEFL .University of Oran.
- BEARD, C & WILSON, J. P. (2006). *Experiential learning*. London: Kogan Page.
- BROWN D. (2008) . Why and how textbooks should encourage extensive reading‘. *ELT Journal* volume 63/3. pp 238-244.
- BROWN, H.D (2000) .*Principles of language teaching and learning*. New York. Longman.
- (2001). *Teaching by principles: An interactive approach to language pedagogy* 2 nd (Ed). New York: Longman.
- BUTCHER , H .J (1966). *Sampling in educational research* . Manchester : Manchester University Press.
- . NICHOLS, A., & STEVENS, D. (2001). *Developing intercultural competence in practice*. Clevedon, UK: Multilingual Matters.
- (2009).*The intercultural speaker and the pedagogy of foreign language education*‘. In K. Dearforff. *The SAGE handbook of intercultural competence*. London : Sage. pp 321-332.
- & RISAGER, K. (1999). *Language teachers, politics and cultures*. Clevedon : Multilingual Matters.
- & ZARATE, G. (1997). *Defining and assessing intercultural competence: Some principles and proposals for the European context*‘. *Language Teaching*, 29, pp14–18.
- B. GRIBKOVA & H. STARKEY (2002). *Developing the intercultural dimension in language teaching: A practical introduction for teachers*‘. Strasbourg: Council of Europe.

- CARROLL, J.P (1971). Implications of aptitude test research and psycholinguistic theory for foreign language teaching' (RM-71-14). Paper presented at XVIIth International Congress, International Association of Applied Psychology, and Liege, Belgium. ERIC.
- Celce-Murcia, M., & E, Olshtain. (2000). Discourse and Context in Language Teaching. New York: Cambridge University Press.
- Celce-Murcia, M.,(2008). Rethinking the Role of Communicative Competence in Language Learning. In Soler, E.A.& M.P.S, Jordà. (2008). (Eds). Intercultural Use and Language Learning. Springer.
- CHAMBERS, A, DAVIES, G, (2001). ICT and language learning: A European perspective. Lisse: Swets & Zeitlinger Publishers
- Cortazzi, M. & L , Jin. (1999) Cultural Mirrors: Materials and Methods in the EFL - Classroom, in E. Hinkel.(Ed.). Culture in Second Language Teaching and Learning. - Cambridge: Cambridge University Press. pp. 149-176.
- Cunningsworth, A. (1995). Choosing your Coursebook. Cambridge University Press.
- Dornyei, Z. (2002). Questionnaires in Second Language Research: Construction, Administration, and Processing. Mahwah, NJ: Lawrence Erlbaum.
- DORNEY, D. (2001). Motivational strategies in the language classroom. Cambridge: CUP.
- & USHIODA, E. (2013). Teaching and researching: Motivation. Harlow. Pearson Education Limited.
- DURANTI, A .OCHS, E and SCHIEFFELIN, B (2012). The Handbook of Language Socialization. Sussex: Willey-Blackwell.
- JIANG, W. (2000). The relationship between culture and language'. ELT journal, 54(4), pp 328-334.
- HALLIDAY, M.A.K. & WEBSTER, J.J. (2007). Language and education. London: Continuum
- HAMZAOU, H. (2006) An Exploration Into the Strategies Used for Essay Writing Across Three Languages'. Unpublished doctorat thesis in applied linguistics. University of Abou Bakr Belkaid Tlemcen.
- HARMER, J. (2001). The Practice of Language Teaching 3rd (Ed). Essex: Longman.
- HARWOOD, N. (2014). English language teaching textbooks: Content, cosumption, production. London: Palgrave Mcmillan.
- Kramer, J. (1994). Cultural Studies in English Studies: A German Perspective. In -Byram, M. Culture and Language Learning in Higher Education. (1994). Multilingual Matters Ltd.

- Kramersch, C. (1993). *Context and Culture in Language Teaching*. Oxford: Oxford University Press.
- Kramersch, C. (1998). *Language and Culture*. Oxford: Oxford University Press.
- MCKAY, A, GASS S, M. (2013). *Stimulated recall methodology in second language research*. New York: Routledge.
- (2016). *Second language research: Methodology and design*. New York: Routledge.
- Matsumoto, D., & L, Juang. (2004). *Culture and Psychology*. (4th ed.). Belmont, -CA: Thomson/Wadsworth.
- McKay, S. L. (2000). *Teaching English as an International Language: Implications for Cultural Materials in the Classroom*. *TESOL Journal*, 9(4), 7-11.
- Mitchell, R., & F, Myles, F. (2004). *Second Language Learning Theories*. (2nd Edition). Hodder Arnold Publication.
- Mujis, D. (2004). *Doing Quantitative Research in Education with SPSS*. Sage Publications.
- Poltzer, R. (1959). *Developing Cultural Understanding through Foreign Language Study*. Report of the Fifth Annual Round Table Meeting on Linguistics and Language Teaching, pp. 99-105. Washington, D.C.: Georgetown University Press.
- Richards, J. C. & T. S, Rodgers. (1999). *Approaches and Methods in Language Teaching*. Cambridge Language Teaching Library Cambridge University Press.
- Risager, K. (2006). *Language and Culture: Global Flows and Local Complexity*. Clevedon, UK: Multilingual Matters.

APPENDICES

Appendix A:

Teacher Questionnaire

Dear teachers,

With the aim of preparing a master's thesis we count on your collaboration in order to be able to classify the aspects related to the teaching/learning of culture within the programmes of the English language at the secondary school. We thank you enormously.

Section One: Respondents' Personal & Professional Data

- 1-Gender : Male Female
2. Age: How old are you? I am _____.
3. Work locus: Where do you work? I work in _____secondary school?
- 4-How long have you been teaching the English language?

Section Two: Respondents' Reflection on the Inter/Cultural Aspects Teaching

- 5- Do you continually rely on cultural themes in your everyday teaching practicum?
- b) Yes- b) No-
- 6- Do you regularly rely on the 'New Prospects' textbook in your usual teaching?
- b) Yes- b) No-
- 7- A) Do you think that students have a variable backgrounds knowledge about the target cultures?
- b) Yes- b) No-
- B) If yes, is it because of _____?
- a) Communal stereotypes b) Religious beliefs c) Historical Facts
- 8- What are the cultural elements the most neglected by the learners?
-
-
- 9-Could you identify the most admired culture for the learners?

10- Is the national culture alluded to in a persistent method in “New Prospects” textbook? Explain.

11-According to you, what are the most significant elements that should be definitely depicted in the intercultural domain?

12-What sorts of challenges and difficulties do you confront when teaching inter/cultural Aspects?

Section Three: Respondents’ Suggestions as regards Intercultural Aspects Enhancement

13- As teachers, what do you suggest in order to enhance the intercultural teaching and learning?

Appendix B:

Learner Interview

Dear learners,

The present interview aims to find out the essential data about your attitudes toward and behaviour over the “New Prospects” cultural awareness and your propositions to enhance the intercultural language learning in third year EFL classrooms.

-1-What are the most interesting cultural elements that you want to learn about?

.....

2- Are the comprised cultural topics on the New Prospects textbook fascinating?

.....

3- Does the cultural depictions of the New-Prospects textbook match with your future ambitions?

.....

4- Do you think that the various activities emphasized on the New Prospects textbook promote the intercultural awareness?

.....

5- Are the technological used by the teachers during the cultural classes besides the textbook?

.....

6- Do you think that using the technological instruments during culture classes is important?
Do you enjoy it?

.....

7- What are your propositions to gain good and strong interculturality background knowledge?

.....

ملخص (العربية)

اصبحت الابعاد الثقافية في كتب اللغة الانجليزية اولوية في النظام التعليمي الجزائري لمواجهة التحديات العالمية التي جعلت التفاهم الثقافي عنصر اساسي للتواصل. المر الذي دفعنا الى الرغبة في تسليط الضوء في بحثنا الحالي على البعد للسنة الثالثة من التعليم الثانوي ومن اجل الاسباب "New prospects" الثقافي للكتاب المدرسي للغة الانجليزية المرتبطة ارتباطا وثيقا بنقص تحفيز المتعلمين في التحصيل الثقافي

الكلمات المفتاحية للكتاب المدرسي للغة الانجليزية التحصيل الثقافي المتعلمين الابعاد الثقافية التفاهم الثقافي

Résumé (français)

Les dimensions interculturelles dans les manuels de la langue anglaise sont devenues une priorité dans le system éducatif algérien, et ce pour faire face aux défis mondiaux dans lesquels ont imposé la compréhension interculturelle comme élément basique dans tout échange communicatif. Ce qui nous a poussé à vouloir mettre en exergue dans notre présente recherche la dimension interculturelle du manuel d'Anglais de troisième année secondaire 'New Prospects', dans le but de montrer les causes étroitement liées au manque de motivation des apprenants en matière de compréhension culturelle.

Mots-clés : New Prospects, dimension Interculturelle, apprenants, motivation, insuffisance de documents pratiques

Summary (English)

Intercultural dimensions in English language textbooks have become a priority in the Algerian educational system, in order to face the global challenges in which intercultural understanding has imposed as a basic element in any communicative exchange. This prompted us to want to highlight in our present research the intercultural dimension of the third year secondary English textbook 'New Prospects', with the aim of showing the causes closely linked to the lack of motivation of learners in terms of understanding. cultural.

Keywords: New Prospects, Intercultural dimension, learners, motivation, lack of practical documents