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**Faculty of Letters and Languages**  
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**Manifestation Of English Culture in Algerian Secondary School Text Books**  
**Case Study: Third Year Text Book (New Prospects)**

**A DISSERTATION SUBMITTED TO THE DEPARTMENT OF ENGLISH IN  
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## ***Dedication 1***

*This work is dedicated to my mother who loves me unconditionally and supports me unlimitedly.*

*To my husband who has been a source of encouragement along this research conduct.*

*To my sisters who never stop pushing me to the apex of success*

*To my family's husband.*

*To my best friend and sister Amina.*

## ***Dedication 2***

*This dissertation is dedicated to my loving parents.*

*To my dear husband for his extraordinary patience and understanding.*

*To my sweet children, my liver.*

*To my sisters for their limitless giving and unending support.*

*To my brothers.*

*To my friend Samira for her essential help, you have a huge and honest heart.*

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*To all those who believe in the richness of learning.*

*To all with warm regards.*

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## **Abstract**

This study attempts to examine the content of the third-year textbook "New Prospects" in Algerian secondary schools. Its goal is to look into the English cultural elements of the textbook to check out if students are exposed to the target culture. Furthermore, the research looks into how culture is portrayed in the content of "New Prospects", how it is characterized, and whether or not this textbook helps students become more aware of the target culture. It also aims to see if the content is sufficient to develop learners' intercultural competence toward learning a foreign culture and toward people from the target culture in such a way that they reinforce positive attitudes such as toleration, appreciation, empathy, and flexibility. In order to answer the research questions, a textbook evaluation is conducted.

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***GENERAL  
INTRODUCTION***

# General Introduction

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Due to globalization, technology and social media, English has become a lingua franca and the world's most commonly spoken language. Learners of English as a second language are encouraged and excited to study it; they hope to gain native-like proficiency so that they can interact successfully in a variety of settings and with a variety of people, as well as express themselves in the language. Intercultural competency (IC) doesn't entail learning just the linguistic forms but also the people's way of life, traditions, history, beliefs, and attitudes in order to ensure effective communication and command of English. As a consequence of this understanding, learners will respect and appreciate the target culture, and they will maintain a positive attitude toward learning the second language.

Language and culture are intertwined in such a manner that they influence one another. Language is an aspect of culture and culture is conveyed via language; the two are inextricably linked. An effective language teaching is achieved by incorporating culture into the learning curriculum, which is accomplished through a variety of materials and approaches. As a consequence, an interesting learning environment will be fostered, encouraging students to engage in and contribute to the learning process.

It is impossible to overestimate the impact of culture in language learning. It raises cultural knowledge to the point that students respect and appreciate both their own and target cultures. It also aids pupils in seeing similarities and differences between their own culture and the target culture. They also acquire empathy for people of other cultures. It reduces learners' cultural shock and allows them to become acquainted with the target culture's complexities. The goal of this research is to investigate if the target culture is covered in the Algerian textbook "New Prospects.

## **1. Statement of the problem**

The structural level of teaching a second language (SL) appears inadequate, since each language must be associated with its own culture. Teachers believe textbooks to be the most useful teaching materials because they provide learners with a linguistic curriculum. In order to build students' intercultural competency and enhance their cultural awareness, textbooks should incorporate components of target culture into their material. These cultural components should be successfully presented to learners.

# General Introduction

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## 2. Aims of the study

This research aims to get a deeper understanding of the third-year secondary textbook "New Prospects" in order to look at the integration of the target cultural elements. It also looks at the state and status of teaching culture, as well as the materials and practices employed. This study aims to assess students' cultural knowledge and background gained through textbooks, as well as their learned skills and abilities.

## 3. Research questions

The following questions are addressed by this study:

Is the new prospect text book profoundly present the target culture?

Does the text book content develop and enhance learners' intercultural competence?

How the target culture is depicted in the text book?

## 4. Research hypothesis

Students' intercultural communicative competence would improve if the Algerian third-year secondary school textbook "New Prospects" included the English culture's aspects in a way that is sufficiently enough.

## 5. Research methodology and design

### 5.1. Research method

Due to the nature of the study, it will be done using the content analysis method, in which data will be explained, analyzed, and examined using a textbook analysis.

## 6. Data collection

In order to analyze the English culture features in the third year textbooks "New Prospects," textbook analysis will be utilized as a research tool to see if the material exposes learners to the target culture. Examining units of "New Prospects," as well as materials and aids, is part of the textbook (texts, pictures and).Beside to the text book evaluation, an online questionnaire is addressed to secondary school teachers

## 7. Significance of the study

This research is significant because it will provide a detailed description and analysis of the content of the third-year textbook "New Prospects" in order to investigate the inclusion of

## General Introduction

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the English culture, how it is presented to learners, and whether this textbook helps learners raise awareness of the target culture.

### **8. Structure of The Dissertation**

The dissertation is made up of three chapters, the first one focuses on teaching English as a second language. It emphasizes the most common methods and approaches for teaching English, as well as the status and finalities of teaching English in Algeria. In addition, the chapter emphasizes the challenges that teachers may face when teaching ESL. The second chapter discusses culture, cultural identity, and the relationship between language and culture, as well as the importance of teaching culture in ESL classrooms, cultural awareness and cross-cultural awareness, the impact of culture on teaching and learning ESL, and cultural chock and cultural imitation. The last chapter is devoted to the third year text book analysis; it addresses the target culture placement within the text book content.



***CHAPTER ONE***

The aim of this chapter is to address second language teaching and the key goals for doing so. Furthermore, it sheds light on the teaching approaches used to teach it (English). This one also tries to show how important English is in Algeria and what the underlying goals are for teaching English in Algerian secondary schools as it discusses difficulties in ESL teaching.

## **1. Second Language Teaching**

Second language teaching and learning has been the subject of fruitful research for decades and have undergone constant growth. The teaching of a non-native language outside of its native environment is known as second language teaching. According to Aleidine J. Moeller and Theresa Catalano (2015) “learning another language helps an individual to communicate more effectively” (p.327). As a result, teaching a second language helps students to improve intercultural skills. Students cannot master a language until they understand the cultural context in which it is spoken, Elizabeth and Bronwyn Coltrane (2003): “foreign language learning and teaching”. Furthermore, teachers must be versatile in their application of strategies in order to achieve the aims and objectives of second language teaching. They should have a good knowledge of these methods merits and demerits to effectively deliver instructions. Within the development of pedagogical content ,today’s classroom provides a great opportunity for both teachers and learners to get engaged in an effective learning environment .As a result, the new educational system calls teachers to build and implement a successful program that include the language and its culture.

## **2. Objectives of Second Language Teaching**

The most critical aspect of every teaching area is expected to be the second language goals. Teachers should have a clear understanding of what they can teach and what their students are supposed to learn by the end of the course, term or school year. The goals of second language teaching, according to Astghik Virabyan and Hasmik Soghomonyan,(2016) are threefold practical , educational, and cultural.

### **2.1. Practical Objectives**

Refer to the most important function of language which is communication. Astghik Virabyan & Hasmik Soghomonyan (2016) believe that international intercourse is realized directly through the written language that is to say printed or hand written text ( p.02) .Therefore, the curriculum should set practical objectives where the learner can use the

language to communicate in his everyday's life using the resources he acquires along his lessons and courses. "school curriculum has to develop learners abilities to read and understand easy texts as to express their thoughts through writing simple pieces of writing" (Astghik Virabyan & Hasmik Soghomonyan( p.02).Furthermore, the major purpose of second language teaching is to master the four language skills speaking, writing, listening and reading. Otherwise, it is impossible to master the language. Learners need to attain a good level in a language.

## **2.2. Educational Objectives**

Learning a second language is of great educational value. Through a new language we can gain an insight into the way in which words express thoughts, and so achieve greater clarity and precision in our own communications. "Objectives are consequent on the basic function of language, which is to serve as a means of communication. International communication takes place either directly, through spoken language, or indirectly, through written language, i.e. through printed, handwritten, or typewritten texts".(Astghik Virabyan&Hasmik Soghomonyan (p.03) . As a result, the school programs include the following practical requirements: The instruction must be designed so that graduates can converse in the second language on simple everyday topics, using the speech material covered in the course, can read and understand a simple text in a second language without the use of a dictionary, and can read and understand a text with moderate difficulty with the occasional use of a dictionary, and can express simple thoughts in written form (wrote a short letter). As a school subject, second language differs from other subjects on the curriculum.

## **2.3. Cultural Objectives**

AstghikVirabyan and Hasmik Soghomonyan (2016) stated that the cultural objectives mentioned in second language school programs imply the following tasks (p.4): broadening the student's general and philological outlook, developing their powers of abstract thinking, cultivating their sense of beauty, and cultivating their appreciation of art. The reading of texts (in English) that familiarizes students with the life and culture of English-speaking nations, as well as their manners and customs, will contribute to the students' mental growth. Later, the ability to read original works by English and American authors, as well as texts in English reflecting the culture of the countries where that language is spoken, will improve. Foreign language teaching should promote pupils' overall educational and cultural development by increasing their knowledge of foreign countries and acquainting them with progressive



traditions of the people whose language the pupil gains a deeper understanding of the nature and functioning of language as a social phenomenon.

### **1. Methods for Teaching Second Language**

Language teaching necessitates the versatility of the instructor in the implementation of techniques and strategies in order to fulfill the educational needs and goals of the students. A thorough understanding of these approaches, as well as their benefits and drawbacks, would place the instructor in a stronger position to provide instruction. Krashen (1982: 125) addresses multiple approaches to language teaching, or what he refers to as "the most commonly used methods," with the following questions for each approach to classroom teaching<sup>7</sup>:

- To what extent it satisfies the requirements for optimal input?
- To what extent it puts learning in its proper place?
- To what extent it satisfies the criteria for optimal feedback?

#### **3.1. Grammar Translation Method**

This method was primarily advocated by German scholars Johann Seidenstücker, Karl Plötz, H. S. Ollendorf, and Johann Meidinger, and it became known as the Prussian Method first in the United States (Richards & Rodgers 2007: 5). Grammar, as the name implies, was regarded as the starting point for instruction (Thornbury 2000: 21). One of the main components of the Grammar-Translation Method was its focus on the detailed study of grammar rules, followed by the application of the learned rules in translation-exercises first into and then out of the target language (Richards & Rodgers 2007: 5; Dendrinos 1992: 106). In terms of the four language skills, the primary emphasis was on writing and reading, with little emphasis on speaking or listening (Richards & Rodgers 2007: 6). Accuracy was also an important aspect of this method, as students were expected to meet high standards in translating sentences, which were assessed through written exams (Richards & Rodgers 2007:P. 6).

In the Grammar-Translation approach grammar was taught deductively (Richards & Rodgers 2007: 6): in a typical lesson the grammar rule was at first explicitly stated and followed by translation exercises (Thornbury 2000: 21). Grammar was also taught in a systematic and organized way, which was reflected in the syllabus where grammar items were sequenced from easy to more complex (Richards & Rodgers 2007: 6). For the explanation of

grammar rules and for instructions the language used in class was the native language of the students (Richards & Rodgers 1997: 6). In grammar exercises pupils had to apply the learned rule by completing already constructed sentences and then by formulating new ones, showing that they had understood how the rule had to be used (Dendrinos 1992: 107).

### 3.2. Direct Method

The direct method differs significantly from the Grammar-Translation Method in that it employs the target language as a mean of instruction and communication in the language classroom while avoiding the use of the first language and translation as a technique. Sauver and other supporters of this method argued that if demonstration and action were used to convey meaning, language could be taught without translation or the use of the learner's mother tongue. A German academic, F. Franke (1884), wrote about the psychological principles of direct association between forms and meaning in the target language and provided examples. He argued that a language could be best taught to students by actively using it in class, and he was opposed to techniques that focused on explaining grammar rules (Richards & Rodgers 2007: 11). The learner was supposed to pick up grammar like a child in their first language simply by being exposed to it, or inductively (Thornbury 2000: 21). Furthermore, no textbooks were used in the first years of learning, and the primary medium of instruction was the teacher (Richards & Rodgers 2007: 11). As a result, a textbook used in the first years of learning focused primarily on oral skills, as opposed to the Grammar-Translation method, which emphasized writing (Thornbury 2000: 21). These principles of language learning served as the foundation for the Direct Method, the most popular of the natural methods. In practice, the Direct Method's main principles were as follows:

- Classroom instruction was only given in the target language. Thus, the native language of the students was not used at all.
- Only what was considered everyday vocabulary and sentences were taught.
- Oral communication skills were shaped in a carefully graded process in form of question-and-answer exchanges between the teacher and pupils.
- Grammar was taught inductively.
- New teaching items were introduced orally first.
- If possible, vocabulary was taught through demonstration, actual objects or pictures. Abstract vocabulary was taught via association of ideas.
- Speech and listening comprehension were taught.

- Correct pronunciation and grammar were regarded as crucial. (Richards & 2007: 12) Rodgers.

### **3.3. The Audio –Lingual Method**

The Audio-lingual method placed the greatest emphasis on “mastery of the formal properties of language,” which translates to good grammatical habits (Dendrinos 1992: 113). Grammar or ‘structure’ was the starting point of teaching, and language was manifested by its basic sentence patterns and grammatical structures (Richards & Rodgers 2007: 52). Language was mainly taught through intensive oral drilling and by paying attention to pronunciation. The descriptive, structural, and contrastive linguistics of the 1950s and 1960s are reflected in audiolingualism. Its psychological foundation is behaviorism, which views language learning in terms of stimulus and response, operant conditioning and reinforcement, with an emphasis on successful error-free learning. It assumes that learning a language entails mastering the language's elements or building blocks as well as learning the rules that govern how these elements are combined, from phoneme to morpheme to word to phrase to sentence. Consequently, it was distinguished by the separation of skills (listening, speaking, reading, and writing) and the primacy of the Audio-lingual abilities trump graphic abilities. This method emphasizes certain practice techniques, such as pattern drills, mimicry, and so on, as the primary means of presenting the language. In this method, listening and speaking were moved to the center of the stage. The audio-lingual method, as one of the most popular methods in the history of foreign language teaching, has made significant contributions to language teaching. For example, it attempted to make language learning accessible to large groups of ordinary learners by proposing that language teaching be organized in such a way.

### **3.4 Communicative language Teaching**

Communicative language teaching approach was defined as follows: ".It focuses on getting learners to do things with language, to express concepts, and to carry out various communicative acts." ((widson 1990, p.159). The content of a language course is now defined in terms of concepts, or notions, that such forms are used to express, rather than forms, words, and sentence patterns. There is no doubt that the communicative method developed quickly; it now dominates language teaching in many countries because it not only makes language learning more interesting, but also helps learners develop linguistic and communicative competence. CLT's primary goal is for learners to develop communicative competence, which Brandl (2008) defines as the "ability to interpret and enact appropriate social behaviors, and it

requires the learner's active participation in the production of the target language" (p. 5). It also involves the following abilities.

- Linguistic proficiency (knowledge of grammar and vocabulary)
- Competence in sociolinguistics (ability to say the appropriate thing in a social situation)
- Competence in discourse (ability to start, enter, contribute to, or end a conversation)
- Strategic capability (ability to communicate effectively and repair problems in communication skills (p. 6)

To conclude, each method brought something new and attempted to address some issues related to language learning. However, they emerge from different historical contexts, emphasized different social and educational needs, and have different theoretical considerations. In order to apply these methods effectively and efficiently in teaching practice, practitioners should consider the following questions: who the learners are, what their current level of language proficiency is, what kind of communicative needs they have, and the circumstances in which they will use English in the future, and so on. In a nutshell, no single method can guarantee success.

#### **4. Teaching English as Second Language**

English is widely regarded as one of the world's most important languages. As a result, the inclusion of the English language in school curricula drew the attention of the world's governments. And, in order to improve the success of this language acquisition, educational experts ventured to introduce this language through various pedagogical means, one of which is the text book.. They usually provide it with a variety of materials that will assist learners in gaining control of the language. Teachers, on the other hand, are expected to create their own materials and set measurable goals for their students' linguistic, interpretive, and communicative competence.

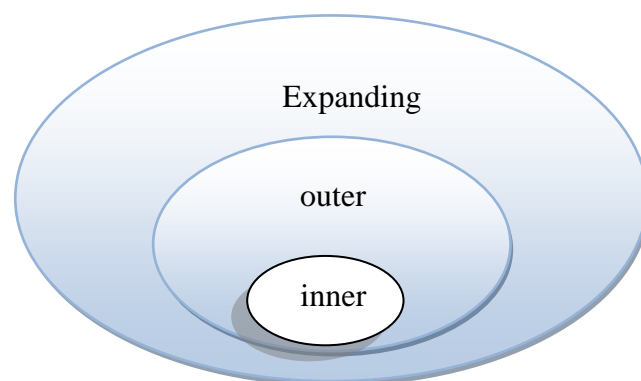
##### **4.1.The status of English in Algerian secondary schools**

The English language teaching practice has undergone significant changes in the twentieth century and to this day. In Algeria, the ministry of education seeks to strengthen the teaching/learning of foreign languages, especially English, which learners have less opportunity to master because it is not the language of social interaction. To achieve the development of this tradition, decision-makers, syllabus writers, and ESL teachers consider

several millstones in the identification and execution of the best strategies and techniques for ESL teaching and learning, as well as highlight the primary goals and procedures to achieve these objectives. English is being more widely used around the world in a variety of fields such as science, technology, commerce, industry, transportation, and tourism, and it is used as a means of high education in many countries. Cook claimed this in this respect (2003: 25) ““in recent years the growth of English has been further accelerated by startling expansion in the quantity and speed of international communication.”

The inner circle represents native English speakers in countries where English is the dominant language, such as the United Kingdom, the United States, Canada, Australia, and New Zealand. The outer circle reflects former colonies where English is used as a second language, such as India and Singapore, while the widening circle represents English as foreign language users.

Algeria, as an EFL region, belongs to the third circle, i.e., the widening circle, where English is predominantly used as a second foreign language in high schools and universities. In general, English is a language of education, tourism, and so on, but it is not a language of interaction between Algerians.



**Figure1: The Three circle of English users**

While Algeria is not a former English colony, but rather a former French colony, it recognizes the value of English as a world language. As a result, that is the sense in which English is learned as a foreign language as the most useful means of international communication.

Algeria's Ministry of Education has established a policy for the teaching and learning of foreign languages, especially English. Algeria began reconfiguring the educational system after independence in order to enhance the teaching/learning process and achieve high yields. In reality, English is taught from the first year of middle school until the final year of high school. This means that Algerian students must study English for a total of seven years (four

years in middle school and three years in high school). This new strategy was implemented to advance ELT by providing opportunities to learn English at a younger age.

In higher education, i.e., university, English is taught as a branch of study in the English department or as a supplemental module in other fields of study such as Physics, Biology, Economics, Sociology, and so on. Since English is the language of science in this global period, there is a desire to teach English in these fields of study.

#### **4.2 Finalities of Teaching English at Algerian Secondary Schools**

Within the introduction to the English Syllabus of second year approved by the Ministry Education (2006), the paper lays out a set of objectives that, possibly, will be met within three years. The following statement clarifies that the limited definition of language learning, which consisted solely of linguistic item acquisition, has been expanded to include methodological and cultural goals. Indeed, it is stated that:

“The aim of teaching English is to help our society to get harmoniously integrated in modernity through a fully complete participation within a community of people who use English in all types of interactions - this participation should be based on sharing and exchanging ideas as well as experiences being scientific, cultural, or civilisational – this participation will help for better understanding for oneself and the other”(p.88)

English is therefore meant to be taught for the following purposes:

- To assist students in promoting self-learning and critical thinking.
- To strengthen learners' analytical, evaluative, and synthesizing abilities.
- To encourage learners to embrace other cultures, instilling a sense of openness
- To allow learners to manipulate English documents in new situations at work.

It's worth noting that the Ministry of Education's goals include resources for teachers who choose to use intercultural research and promote tolerant attitudes in their students.

In conclusion, English teaching in Algerian high schools promotes fundamental, individual, and national principles. Students are encouraged to learn how to speak English about their country and its cultural values, as well as to be accessible to English, universal, and human values, which are central elements of modernity and globalization.

### 4.3 Difficulties in ESL Teaching

Teaching English as a second language is a difficult task, particularly in places where English serves a very limited purpose. Therefore, a variety of issues arose, some of which were the result of pupils, some of which were the result of teachers, and some of which were the result of the school's equipment. Students face difficulties due to a lack of language mastery, poor focus, a lack of discipline, depression, and a speech problem. Meanwhile, teachers face obstacles such as a lack of teacher training, a lack of language competence, a lack of knowledge of teaching techniques, a lack of experience with technology, and a lack of career advancement.

There are several aspects of teaching a language. According to Assiah Mumary (2017) an instructor does more than just teach. He doesn't only pay attention to the language skills, such as reading, writing, listening, and speaking, but also aids, promotes and inspires students to be enthusiastic, positive, and motivated towards English learning (journal of foreign language teaching and learning). "Teachers have to understand what students learn, how and why such learning influences them, how lessons could be beneficial for them in the future" (Derakhshan, 2015, p101). As a result, language teachers must teach students how to improve both academic and personal capabilities. However, English is considered to be a big challenge when it is taught as a second language .Khan (2011) claimed that English is a highly demanding task when it is taught in countries where the exposure to it limited (p.11).

Although teaching English can seem to be identical to teaching any other subject, it presents its own set of challenges. These difficulties come in a variety of shapes and sizes. These issues, as well as their remedies, have been addressed in a variety of articles. The following are some of the difficulties that English teachers face:

As stated by (Nunan, 2003; Salahuddin, Khan, & Rahman, 2013; Nurkamto, 2003) "Severe shortage of training. In some countries, problems regarding a severe shortage of trained English teachers are reported». Thus, Teachers can find themselves teaching English either without proper English training in general or in teaching English to learners in particular, and such occurrences are common in rural areas. Since "Teachers may get only basic preparation in the supportive theory and practical applications, they may then struggle for embodying teaching methods effectively" (Bulter, 2005, p.423).( Emery ,2012) outlines several problems that arise as a result of inadequate teacher preparation: teachers' inability to cope with difficulties that arise in the teaching context due to a lack of experience, teachers' low language skills, and teachers employed to teach English who do not have a background in

it (p.01). Furthermore, when it comes to teacher qualifications, language proficiency levels, and instruction, the English teaching process can be difficult, as these factors can affect teachers' trust Emery (2012). Teachers with insufficient teaching experience can strive to effectively implement teaching methods (Littlewood, 2007). It's difficult to use effective instructional strategies and techniques because teachers must consider not only how to transfer four language skills, but also how to maintain students' interest and excitement for studying and studying English.

**a) Crowded class**

According to Emery (2012), overcrowded classrooms and the impact of such a situation may have on teaching and learning is one of the most commonly discussed problems faced by English teachers (p. 4). Nurkamto (2003) also lists one of the challenges in teaching English that is the size of the classroom. Likewise, Baker and Westrup (2000) state several problems of teaching large classes, such as “desks and chairs are fixed or difficult to move; students sit close together in rows; little space for the teacher and students to move in the classroom; walls between classrooms are thin, and noise will disturb other classes” (p. 2). Consequently, it is necessary that teaching and learning process requires comfortable and enjoyable atmosphere, otherwise, teachers might be in failure to fulfill students' need and achieve learning goals.

**b) Lack of vocabulary**

Hasan (2016) stated that learning vocabulary is one of the most difficult challenges students face (p.5).Muryama (1996) pointed the reason, why students lack vocabulary “students believed that they did not need to know words because they were not common, even rarely used in their daily lives, therefore, they have no motivation to learn the words” (p.15).As a consequence , students learning English as a second language are constrained by their comprehension of the target language's grammar and vocabulary, and they must fail to comprehend the content.

In sum, theses challenges need to be targeted by educationists in order to provide both learners and teachers with effective strategies of second language learning and teaching. Teachers need to be well trained and students are required to make much more effort to cope with second language features.



## 5. The Role of Teacher in ESL Classroom

The teacher's role in the classroom as that of an architect or facilitator. It is their responsibility to not only plan, organize, and conduct lessons that encourage interaction, but also to create a classroom environment that is conducive to learning. A teacher may influence the atmosphere of a classroom, encouraging learners to question and explore ideas, opinions, and beliefs, and enabling for new and unique thought. Because learning a language takes a long time (Garrett, 2006), it is the responsibility of the teacher to assist students in obtaining as much meaningful practice as possible within the classroom.

According to Harmer (2007), there are the descriptions for 8 roles of teacher that can be played in the process of teaching such as teacher as facilitator, teacher as resource, teacher as controller, teacher as prompter or motivator, teacher as participant, teacher as tutor, teacher as organizer, and teacher as assessor.

### 5.1. Facilitator

According to Archana and Kumbakhonam (2016), Teachers must guide and encourage pupils to learn for themselves as self-explorers. They should provide the ideal learning environment, which mirrors the students' daily lives in terms of social, intellectual, and linguistic events. Teachers, as facilitators, must have a solid understanding of themselves in terms of personal development. According to Harmer (2007), this is the most important job of all. Osman (2015), who agreed with Harmer's Theory (2007), claimed that a teacher's role as a facilitator is to help a group of individuals in understanding their shared goals and attaining them without the need for intervention on his or her part. . He went on to say that teachers must give students space to let their creative and innovative spirits to flourish. In this situation, teachers must assist students by offering activities or topics on which they can talk. They must also support the learning process by assisting students in completing assignments when they encounter problems.

### 5.2. Resource

According to Wilder (2017), the teacher acts as a walking content resource for students who require assistance in solving their learning difficulties. They appear to be the focus of the learning process, giving all information to a passive participant while they teach. They have complete control over what is taught and when it is taught. It is the participant's responsibility to adjust their learning style and existing knowledge to learn new skills and abilities.

### **5.3. Controller**

According to Bălcescu (2015), The term "teacher as controller" refers to a teacher who has total control over the classroom, including what pupils do, say, and how they say it. Harmer's Theory supports that idea (2007). When teachers behave as controllers, he claims, they are in charge of the class and the action that is taking place. When there is a group discussion activity in the classroom, teachers frequently lead the activity from the front of the room, but there are also instances when they serve as controllers for a group of students. Teachers can, for example, be controllers while offering explanations, arranging questions, and answering work, lecturing a little when students need aid, and making important announcements.

### **5.4. Prompter or motivator**

Still according to Bălcescu (2015), Teachers' role should be to encourage students to engage in the learning process by offering recommendations on how to proceed with an activity. According to Harmer (2007), when students lose the thread of what is going on “teachers must be able to gently guide them forward in a discreet and supportive manner”. In such instances, teachers must provide students with words or phrases as hints propose that they say anything or, in other words, indicate what may follow next after their previous statement.

Furthermore, teachers, need to encourage or inspire their students to speak English rather than their native tongue (Harmer, 2007). In order for students to enjoy the lesson, the teacher must also encourage them to do so (Harmer, 2007).

### **5.5. Participant**

People are familiar with this role. In order to engage in the learning process, teachers must adopt this role. The conventional image of instructors, according to Harmer (2007), is standing back from the action, letting the pupils get on with it, and only interrupting them to rectify faults. It is fantastic time, when instructors participate in an activity not just as teachers, but also as participants in their own right (Harmer, 2007). When the teachers, for example, participate in a debate. Instead of always needing to prod or arrange from outside the group, the teachers may be able to liven things up from inside (Harmer, 2007). Although the students may like it, there is a risk that the professors, who have more knowledge than the students, would unexpectedly dominate the proceedings

### 5.6. Tutor

It refers to when teachers engage with individuals or small groups on longer-term projects. They must make the pupils understand the lesson by pointing out what they do not fully understand (Harmer, 2007). It's comparable to the resource role of teachers, but it's coupled with the other role of teachers, that of prompter. However, tutoring in a large group is problematic since the word suggests a deeper relationship than that of a controller or organizer (Harmer, 2007). Teachers, as excellent tutors, must ensure that each student has the equal opportunity to listen to the teacher's explanations until there are no more questions (Harmer, 2007). They must, on the other hand, be able to organize their students and classroom activities.

### 5.7. Organizer

Teachers frequently provide information to students, explaining how they will do the task, grouping them into pairs or groups, and then shutting things down when it is time to finish. Teachers will frequently say things like, "Now, we're going to do this because..." and will also explain why the students are being requested to do something (Harmer, 2007). It is critical for teachers to provide directions on what students should do first, next, and so on. It avoids the perplexing events that occurred in the classroom (Harmer, 2007). Furthermore, teachers must serve as a reminder to the pupils, such as in the case of a time. Teachers are responsible for informing pupils when they should begin or finish working ((Harmer, 2007).

In short , teachers should always manage how to use these role in the classroom so as to meet his students 'needs .They should have the ability to facilitate ,control ,prompt and assess to create a successful learning environment .teachers are also required to exchange between those roles frequently to fall within their teaching objective

### Conclusion

Teaching English, in general, appears to be of significant advantage to every student, as it allows him to engage in modernization, communication with others and tolerance for cultural differences. Therefore, the implementation of the appropriate methods and techniques will always help the learner to meet the objectives of second language teaching.



***CHAPTER TWO***

The link between language and culture has long been a source of debate. In the history of second language teaching and learning, there has been a lot of transition. Teaching a second language is unreliable and incomplete without the study of culture, according to scholars and researchers. As a result, teachers must not only help students enhance their linguistic abilities, but also concentrate on improving their cultural abilities. If students know nothing about the people who speak the target language or the country in which it is spoken, second language study appears pointless. In addition to linguistic knowledge, cultural knowledge should be introduced and developed. As a result, learners not only achieve effective communication in the target culture, but also expand their knowledge of their own culture.

### **1. Definition of Culture**

Culture can be defined in a variety of ways, and it influences everything people do in their society as a result of their ideas, values, attitudes and normative or expected patterns of behavior. Culture is not inherited genetically and cannot exist on its own; instead, it is always shared by members of a society (Hall 1976, p. 16). Culture, according to Hofstede (1980, pp. 21-23), is "the collective programming of the mind that distinguishes the members of one group from another," which is passed down from generation to generation and is constantly changing because each generation adds its own flavor before passing it on. It is common for one's culture to be taken for granted and assumed to be correct because it is the only one to be learned, or at least the first. Culture is a complex concept, and no single definition of it has achieved consensus in the literature. So, out of the many possible definitions examined, the following definition guides this study: culture is a set of shared and enduring meaning, values, and beliefs that characterize national, ethnic, or other groups and orient their behavior (Mulholland, 1991)

### **2. Types of culture**

Culture is a broad concept that may signify many things depending on the context. It can then be classified into a variety of categories. A big "C" culture, a small "C" culture, visible culture, and invisible culture.

#### **2.1. Big C culture**

Objective culture is another name for Big "C" culture. It refers to what humans create and intentionally pass down from generation to generation. It is learnt formally and intentionally by members of the same group. "It is the best that human beings can achieve, not an average

or a descriptive category,” writes enks (1997, p. 07). Someone can be well-informed about a group yet unable to interact with its members. Economics, politics, linguistics, history, and geography are all examples of objective culture. People studying the history of a culture or civilization, means, they are learning about its big "C" culture. In addition, objective culture is the substance that characterizes a group of people. Merrouche (2006) goes on to argue that learners might be taught big "C" culture in order to recognize historical, religious, political, and artistic events.

## 2.2. Small C Culture

Small “c” culture is also known as subjective culture. It refers to psychological features, assumptions, values, and needs often expressed non-verbally or implicitly. Furthermore, it is the process through which various societies are distinguished. Subjective culture is subconsciously transmitted and learned informally. It's a means for a group to perceive the social context. As a result, studying simply explicit content or big "C" culture is insufficient; intercultural competency is enhanced by comprehending the unconscious hidden or small "C" culture exchange of discourse between individuals from the same culture (Kramsch, 1998)

As a result, it is essential to teach small "c" culture to learners in order to enable them to respond correctly in a particular social setting in order to improve their intercultural competence. Aside from this divergence, the iceberg concept is frequently employed to describe the notion of culture. It shows how culture and its elements are made up of two parts: a visible structure above water and an invisible structure below water. 2004 (Peterson).



**Figure1: The iceberg model of culture**

### **2.3. Visible culture**

The visible culture is likened to the tip of the iceberg. Clothing, dancing, music, language, physical traits, food, architecture, gestures, greetings, and conventions are all part of it.... The culture's observable features are formed and directed by the culture's invisible elements (Brooks, 1964).

### **2.4. Invisible Culture**

This culture can be compared to the iceberg's submerged part. It is made up of components that are not readily apparent or visible, such as why a person eats. Perceptions, attitudes, values, beliefs, norms of relationships, rules, communication methods, ways of thinking, and gender disparities are all its cultural factors. Furthermore, in order to be culturally competent, a person must be mindful of the ways in which invisible cultural factors might impact his or her connections with others (Brooks, 1964)

## **3. Cultural identity**

English is being more widely recognized as the language of intercultural contact. Such an expensive use of English as a lingua Franca raises questions about how people communicate themselves and their local contexts in English. This leads into issues of culture and identity. Cultural identity refers to a feeling of belonging to a group. This sense of identity can be justified by a common collection of companionship, values, or shared traditions. Essentially, it is the ownership of culture and its different distinctions such as race, nationality, language, faith, and gender. And owning the culture implies that the person accepts all of the customs that have been handed down over generations.

According to Anastasia Beleyh (2017) culture identity includes the following aspects:

### **3.1. Nationality**

That is the country in which the person was born and/or the country in which the person actually resides. Since the individual adopts the culture of that nation, it establishes cultural identity.

### **3.2. Ethnicity**

It is the individual's culture which is a very important feature of cultural identity since the person generally has the culture of his or her respective ethnicity. It more often aids in determining a person's physical appearance.

### **3.3. Religion**

It is a compilation of religious convictions and values about the divine life and the universe. It leads to cultural identity by aiding in the determination of a person's personal and moral characteristics. Religions have influenced many cultures throughout history.

### **3.4. Education**

Cultural identity has a direct influence on how children learn in school. This can be shown by the following example: Asians are typically silent in class and believe that making eye contact with the teacher is unacceptable. European students, on the other hand, emphasize constructive classroom dialogue and retain eye contact as a sign of appreciation and commitment.

To conclude, cultural identity serves as a base or foreground on which all other distinctions are established. Humans follow their parents' and grandparents' values and standards from a very early age, and they keep on to them as they get older. They want to practice them because it gives everyone a sense of belonging and lets them better appreciate the people who share these cultural elements with them.

## **4. Relationship between language and culture**

While language and culture are often regarded as distinct entities, they are inextricably related. Language cannot live in a vacuum without being rooted in a given society, but neither can a culture be imagined without an accompanying language that mediates it. It is noticeable that when talking about languages, we often say things like, 'in Arabic we say so and so; in French we do so and so. Arguably then, when we use language referring to ways of speaking, behaving, and thinking, we are in fact referring to culture, or as Kramsch (1996: 3) eloquently argues: Language is one of the most important forms in which society expresses itself. Language, among other aspects, is continuously used to mediate, translate, and document material culture. Culture becomes the language teacher's concern as a result of language's



mediating position. In the end, culture is often linguistically mediated membership in a discourse society, both actual and imaginary. Language is extremely important.

Anthropologists were among the first to conduct ethnic investigations in the United States. Franz Boas, a well-known anthropologist, was involved in analyzing, documenting, and interpreting Native American languages until they vanished. He came to the conclusion that language is extremely significant and essential for human thinking. This is because his translation work awakened him to the idea that the universe is represented and understood differently depending on each people's language; therefore, knowing a given culture necessitates an understanding of its language. Similarly, it is worth noting that language cannot be divorced from history.

Language and culture, according to Kramsch (1998: 3), are connected in three ways: "When [language] is used in communication contexts, it is tied up with society in many and nuanced ways." To begin, "language reflects cultural reality." This is obvious because people use words to communicate their thoughts, activities, emotions, values, and so on, which those in the same cultural sense understand. Second, "language is the embodiment of cultural reality." which means that people may use their language also to create meanings. This is so because languages are creative; for example, language is used in several ways to greet people, write a letter, read a book, etc. Here, the way language is used creates understandable meanings to the other members of the society. Byram (1989: 41) agrees that "... language pre-eminently embodies the beliefs and meanings of a society, corresponds to cultural objects, and signals people's identification." Third, "language symbolizes cultural reality," since language is a system of signs and symbols that are used to picture or represent reality. Kramsch (1993: 8) goes on to state that culture is a "function of language itself," and that when "language is used as a collective activity; culture becomes the very heart of language instruction."

### **5. Cultural awareness and cross- cultural awareness**

According to Cortazzi and Jin (1999), cultural awareness entails being conscious of members of another cultural community, including their attitudes, expectations, perspectives, and values. Kuang (2007) classified cultural consciousness into four levels. People are conscious of their own ways of doing it at the first degree, and their way is the only way. They disregard the impact of cultural differences. At the second step, people become conscious of different means of doing it, but they also believe their way is the safest. At this stage, cultural distinctions are seen as a point of discussion, and people are likely to ignore the

problems or reduce their importance. People at the third level of cultural awareness are aware of both their way of doing things and others' ways of doing things, and they tend to choose the best way according to the situation. People at the third stage of cultural awareness are mindful of both their own and other people's methods of doing things, and they prefer to use the right method for the case. At the third stage, people understand that cultural differences will cause both challenges and advantages, and they are able to use cultural variation to create new ideas and alternatives. Finally, at the fourth level, people from diverse cultural contexts come together to create a culture with similar meanings. People at this stage often converse with others and invent different definitions and laws to satisfy the needs of a particular case. Individuals who encounter the four stages of cultural knowledge suggested by Kuang (2007) progress from a state of "cultural ignorance" to a state of "cultural competence." Agar (1994) suggested a three-step method for internalizing culture, which Krasner (1999) mentioned: fault, consciousness, and remedy. In general, step one is when something goes wrong; step two is when learners become mindful of the frame of the new culture and potential alternatives; and step three is when learners attempt to adapt to the new culture. Cross-cultural awareness, like cultural awareness, means finding and recognizing one's own culturally influenced behavior and thought, as well as the patterns of others, as Damen (1987) said. It is also "the force that pushes a culture learner through the acculturation process from a state of no comprehension, or even aggression, to almost complete understanding."

### **5.1. Cultural shock**

Cultural shock, which is a normal occurrence for people learning a second language in a different culture, leads to a range of symptoms ranging from moderate irritation to intense psychological panic and crisis (Brown, 1986, 2007). Damen (1987) claimed that the word was coined in 1958 by Oberg, who indicated that it arose from fear about missing recognizable signs and symbols. Damen went on to say that culture shock is an intermediate stage in the acculturative phase that is especially unpleasant because it comes after an initial period of euphoria and excitement at the unfamiliar and strange. For some, culture shock can last a long time, while for others, it is temporary. For others, culture shock may last a long time, but for some, it is rapidly accompanied by sadness, a fear of the unfamiliar and unusual, sickness, discouragement, and despair (Damen, 1987). Brown and Eisterhold (2004) represented the classic model of culture shock as a U-shape curve with five phases, based on Pederson's guide (1995).

- The honeymoon stage
- The disintegration stage
- The autonomy stage
- The autonomy stage
- The interdependence stage

Brown and Eisterhold (2004) described each stage as follows: "In the first stage, the honeymoon stage, the variations found in the new culture are thrilling and desirable." The disintegration level, the second stage, is characterized by anger and helplessness. During this time, the new culture becomes daunting, and the newcomer's reaction is usually depression or withdrawal. Culture continues to be a concern during the reintegration period, and the newcomer is defensive rather than receptive. The beginner in the autonomy stage has a unique outlook on the culture, and his or her viewpoints are well-balanced, critical, and may even be favorable. Finally, when a person adopts a new identity as a bicultural or multicultural person, they reach the interdependence level.

### **5.2. Cultural Imitation**

Individuals learn behavior in a variety of ways, including being penalized, being rewarded for the same action, and imitating it; the latter is frequently cited as the primary method for learning a behavior. In this regard, Sperber (1996:20) claims that: Behaviors learned by imitation are distinct from those learned through other methods; they are maintained if they are penalized while other behaviors are rewarded equally, or if alternative behaviors are rewarded preferentially. Heyes (1994) and Tomasello (1999) both believe that imitation is a useful tool for to learn actions.

Hayes and Galef (1996), in their work on social learning through imitation in animals as the origins of culture, propose a method for analyzing social learning processes that assumes that social interactions influence the likelihood of learning. They argue:

*"We claim that imitation in the hominid lineage did not evolve as an alternative to rigorous assessment of individually learned behavior, i.e., a mechanism to adopt conducts without evaluating them. Imitators learn easily the diverse cultural variants present in the population, but imitation does not act as an inheritance system that allows the reproduction of the phenotypic structure of the parental population"*

Even if imitation is presented as a facilitator of social norms learning, it has been shown to have a negative impact on the development of higher intellectual abilities, according to Triandis (2002), who believes that individuals who imitate behavioral processes use other people with higher thinking levels as a model, reducing their creativity and critical thinking.

To summarize, imitation is one of the main channels of cultural transmission; it is characterized by the ability to copy a behavior without reinventing it, as opposed to individual learning, which occurs when the environment changes, making imitation a characteristic feature of societies that change slowly or remain static.

### **6. The Impact of Culture in Teaching and Learning ESL.**

Understanding the nature of the relationship between language and culture is central to the process of learning and teaching another language. In actual language use, it is not the case that it is only the forms of language that convey meaning. It is language in its cultural context that creates meaning: creating and interpreting meaning is done within a cultural framework in language learning classrooms, learners need to engage with the ways in which context affects what is communicated and how. Both the learner's culture and the culture in which meaning is created or communicated have an influence on the ways in which possible meanings are understood.

Ghoslan, M. (2017). *Journal of applied linguistics and language research*, (p.59-67) states that Culture teaching is a lengthy and complicated procedure that involves more than just language use. The aim is to raise students' consciousness and grow their interest about the target culture and their own, allowing them to make cultural comparisons. However, the comparisons are not intended to diminish any of the cultures under consideration, but rather to enrich students' experiences and make them aware that, while some cultural elements are becoming more globalized, there is still variety among cultures. This variety could then be recognized and never overlooked.

The effect of globalization was a problem for FC teaching in the 1990s (Nault, 2006). FL teaching should transcend national and ethical lines and be seen in a "transnational and global context" (Risager, 2007, p. 1). English's status as a world/international language necessitates three changes in the culture factor of ELT (Wandel, 2002):

To teach SL learners to be EIL users, an intercultural solution is suggested in ELT. That is, to teach students how to use English as a lingua franca while also developing their

intercultural sensitivity and understanding. According to Pauwels (2000), the dynamic environment of lingua franca settings should be stressed in FL pedagogy. Since it is difficult to incorporate all facets of culture in one program, it is critical to build cultural sensitivity and understanding in FC teaching under globalization.

The intercultural communicative process allows English users to use culture as a valuable medium for comprehending and exploring global cultures (Prodromou, 1992)

ELT teaching of content from popular cultures, i.e. North America, Britain, Australia (NABA), needs to be reconsidered. It should be noted that other forms and varieties of English are evolving, especially in non-Western contexts (Kachru, 1992). English educators must reconsider the cultural dimension of ELT. What culture should be used in the ESL curriculum, what priorities should be set for culture instruction, and how should culture-related resources be planned and chosen? (Nault, 2006). It is proposed that the phenomenon of English as a global language provide a greater diversity in society and non-mainstream communities in ELT teaching (Nault 2006).

As a result of globalization, the concept of communicative competence is being questioned (Alptekin, 2002). People from diverse language and cultural backgrounds use English to communicate in a variety of contexts, such as travel, academic research, and conferences. Since English is used as a lingua franca, non-native speakers are immersed in a unique intercultural context and need techniques for translating cultures and languages while communicating (Crozet and Liddicoat, 2000).

Using an intercultural background of language teaching and research entails more than just learning about other cultures and places. It entails understanding that all humans are influenced by their cultures and that interacting through cultures entails embracing one's own culturally conditioned nature as well as the culturally conditioned natures of others, as well as the roles these perform in communication.

### **6.1. The importance of teaching culture in ESL classroom**

Why is it unavoidable to have culture in an ESL classroom? There are at least three underlying explanations we can give in response to this issue. First, culture and language are inseparable. Politzer, (as cited in Brooks, 1960) points out:

*"As language teachers, we must be involved in cultural studies not because we want to teach the culture of another world, but because we have to. If we teach language without also teaching the society in which it exists, we are teaching nonsensical symbols or symbols to which the student applies the wrong meaning; for unless he is warned, unless he provides cultural instruction, he will associate American concepts or objects with foreign symbols." (p. 85-86).*

Similarly, Brown (1994) stresses that "... a language is a part of culture, and culture is a part of a language." The two are so intricately intertwined that it is impossible to distinguish them without missing the meaning of either language or culture" (p. 164). The second explanation for the inevitability of integrating cultural issues into an ESL curriculum is the assumption that, since language and culture are inextricably linked, language teaching is culture teaching. According to Valdes (as quoted in Baker, 2003), states "Every language lesson has a purpose, and that purpose is cultural." Buttjes (1990) describes how he came to this conclusion after reviewing several related research, language codes cannot be learned and taught in isolation ; Since mechanisms of socio-cultural diffusion are bound to be at work on many level. For example, the contents of language lessons, textbook cultural dialogue, and the teacher's attitudes toward the target culture. Language teachers must go beyond measuring linguistic development in the classroom and become conscious of the dynamic and multiple intercultural mediation mechanisms that any second language learner goes through (p. 55). To emphasize the importance of ESL teaching , Brown (1994) stresses 'acculturation'—the method of being accustomed to a new culture (p. 33).

The third explanation for the inevitability of integrating cultural issues into an ESL curriculum is that the primary objective of a second language program is communicative competence. To accomplish this, a learner must be able to imagine native speakers of the target language as actual people. This is impossible for many people to do since grammar books have so-called genuine illustrations from real life context, without prior experience, such real-life situations could be seen as unrealistic by the learners. In other words, in order to interact effectively with speakers of another language, one must have a solid understanding of the target culture's context information. His knowledge of the culture will allow him to connect the abstract sounds and forms of a language to actual people and places (Chastain, 1971). As a result, learning ESL is essentially learning about a foreign culture. Samovar (1981) emphasizes that Culture and communication are closely connected because culture does not only determines who communicates to whom, what they speak about, and how they

communicate, but it also influences how people encode messages, the meanings they give to messages, and the situations and circumstances under which different messages can or may not be received, heard, or perceived... Culture...is the pillar upon which contact is built (p. 3).

Finally, cultural learning is very good at increasing learner engagement, and has a significant impact on all learning processes. Culture classes play an important role in increasing enthusiasm since most students enjoy culturally oriented practices such as singing, dancing, role playing, or researching other countries and peoples. This is supported by Hammerly (1982), who claims that teaching about the target culture when teaching the target language draws students' attention and serves as a motivator.

## 6.2. Culture in Text Books

Textbooks for second languages serve as a guide for language teachers. It is critical that textbooks offer both teachers and students with a systematic and complete cultural viewpoint. Before 1950, textbooks were written with grammatical rules, isolated phrases, and other linguistic information. However, since 1950, the target culture's social background, daily life, and natural environment have been increasingly incorporated. This indicates that in the field of language teaching, culture is becoming increasingly important in second language textbooks. Second, language textbooks, according to Risager (1991:333), have a role in transmission both inside the educational system and even society...and as cultural texts they can be compared with other types of texts and other media participating in cultural reproduction: travel, photographic reportage in newspapers and magazines, museums displays of life and culture, and so on. In fact, textbooks differ in terms of substance and cultural presentation. However, it is common practice to integrate characteristics of the target culture in second and foreign language textbooks. That is to say, they are not necessarily represented by the target culture (Hinkel, 1999). Moreover, Pickering (1992) assumes that “if the programme is balanced and varied .and the source material is authentic, it is probable that it will automatically give a good insight into the foreign culture”. (Cited in Byram et al 1994:13)

Huhn (1978) summarized the process of evaluating the treatment of cultural content in textbooks as follows:

- Providing factually correct and current information.
- Raising awareness to avoid (or relativize) preconceptions.

- Providing a realistic image.
- Being free of ideological biases (or questioning them).
- Instead of presenting events as independent facts, present them in context.
- Explaining how historical material relates to modern society.
- Explaining how people's personalities are influenced by their age.

In the world of language teaching and learning, textbooks play a critical role. Despite advancements in technology at all stages of education, the textbook remains a crucial component of good learning. ESL textbooks are known to be essential tools for teachers in the classroom. They are the most common teaching resources among ESL teachers because they provide classroom goals and include a variety of subjects, texts, and events, while also supplying the teacher with a variety of options and choices. For some teachers, textbooks are used as supplement to their EFL instruction, while for others; a textbook is the foundation for their instructional contents and a major source of knowledge. For ESL learners, these course books provide them with a direct contact with language outside the classroom.

### **7. What's the textbook?**

A textbook is described as "a book that teaches a specific subject and is used particularly in schools and colleges," according to the Oxford Advanced Learner's Dictionary (OALD, 2000, p. 1238). EFL textbooks, based on the current concept, are designed to provide students with the necessary knowledge, language skills, and information about English-speaking countries, as well as to prepare them for interaction with people from foreign countries and of different cultural backgrounds. In several textbooks, new and traditional approaches to language instruction are combined. They include terms like "learner development," "task-based approach," and "cross-curricular themes," as well as a grammar curriculum and extensive vocabulary, grammatical frameworks, and functions practice (Hutchinson & Gault, 2009, p. 4). Text book have been primary teaching instruments for most students since the 19th century. According to Hutchinson and Torres (1994, p. 315), "the textbook is an almost universal aspect of (English language) instruction". Every year, millions of copies are sold, and multiple aid programs have been developed to produce them in a variety of countries... There is no teaching-learning situation is completed until it has its relevant textbook". Sheldon argues (1988, p. 237), textbooks represent "the tangible heart of any ELT curriculum" and have substantial benefits for both students and teachers. In his view, students believe that written materials (textbooks) are more reliable than photocopied teacher services,



which are considered as less reliable. Their point of view is founded on the fact that textbooks are written by eminent language teaching experts. As a result, the results of using a given textbook are dependent not only on the textbook's marketed techniques and strategies, but also on the textbook's actual content.

### **7.1.The role of The Text Book in the Classroom**

Textbooks play a pivotal role in language classrooms in all types of educational institutions – public schools, colleges, and language schools – all over the world. In some contexts, teachers are free to choose their own textbooks. The vast majority of teachers, however, have textbooks suggested, prescribed, or assigned to them. Textbooks play a very crucial role in the realm of language teaching and learning and are considered the next important factor in the second/foreign language classroom after the teacher. The textbook is a tool in the hands of the teacher, and the teacher must know how to use it, and how useful it can be for everyone.

A vast number of researchers and instructors believe that using a text book has significant benefits. According to Hutchinson and Torres (1994), during periods of change, a text book may act as a guide for assisting teachers as well as a tool for adjustments and amendments. Most teachers regard course books as important resources that provide practical information and support. Learners often need course books to direct them through the difficult process of learning. A course book strengthens the teacher's work and provides content for further training and review.

In summary, a course book includes a framework for teaching and learning, methodological support, and resources for review and practice for teachers and learners (McGrath 2002). Furthermore, it relieves teachers by reducing the heavy burden of training, saving time, and making teaching and learning simpler.

Other scholars, on the other hand, are concerned about the overuse of textbooks in language teaching. For example, Allwright (1982) warns that textbooks embody the beliefs and pedagogic, psychological, and linguistic interests of their authors.

### **7.2. Importance of text book evaluation**

To enhance learning potentials, evaluating textbooks is a must. It basically involves evaluating the textbook's material in terms of its usefulness, appropriateness, validity, and suitability for students and learning process. This judgment is made by presenting reasons and facts that demonstrate the textbook's failure to achieve its goal. Hutchinson and Waters (1987:98) argue that "Evaluation is a question of assessing the appropriateness of something for a certain purpose," ".materials evaluation plays such an essential part in language teaching that its potential for affecting the way teachers operate is considerable," according to Hutchinson (1987: 37). Asking the question of "why teaching materials are the way they are?" is critical for exploring into the underlying deeper level of materials.

### **7.3. Criteria for text book evaluation**

A successful textbook selection and/or evaluation necessitate a set of relevant and well-defined criteria that assist teachers in becoming more objective. Harmer (1996) proposed a check list that includes broad criteria such as physical appearance, program content, technique, and goal, as well as the teacher's needs and how to determine whether the textbook would be appropriate to satisfy teachers' needs. There should be well-defined tool for evaluating the prevalence of materials in social and cultural contexts; in this context, evaluators bring general information about the author's knowledge, the publisher, and the price of the book, as well as the availability and accessibility of textbooks that would make things easier for students. Specific language functions and grammar are also important requirements that must be met in order to satisfy the demands of the learners. The necessity of providing cultural and gender components to the students' prior knowledge, personalities, and needs is stressed by Lis (2005) and Richards (2001). Richards (2001) proposed four categories of criteria to consider when evaluating and selecting textbooks: program, instructor, learner, and pedagogical aspects. The material should also pique the learners' interest and meet their requirements (American & Khaviar, 2014, p. 525).

### **Conclusion**

Culture is an effective part of language teaching because of its great role in promoting learners 'awareness about their own culture and the target culture as well. It is also a means which helps learners in achieving intercultural competence. Therefore, teachers should be

provided with materials like textbooks that would help them incorporating culture effectively inside the classroom.



***CHAPTER TREE***

This chapter aims at investigating the English culture manifestation within the text book content .It begins with an overview about the third year text book new prospect and then each unit is critically evaluated and examined .Moreover ,it is devoted to teachers' questionnaire where their perspective about the English culture is explored.

### **1. Research Methodology**

Because of the nature of the research, this study was carried out using the content analysis method in which data are explained, evaluated, and analyzed using the textbook analysis. The findings of this study are also discussed and analyzed.

#### **1.1. An overview of New Prospects Text Book**

In the context of the General Educational Reform, the Ministry of Education launched a new textbook, New Prospect (2007), to replace the old third-year English textbook, Comet (2001).The competency-based approach is the latest philosophy that the textbook aims to introduce. New Prospect is in accordance with the changes of the English syllabus developed by the Ministry of National Education's National Curriculum Committee. Three main aspects of the syllabus have been carefully considered in the development of this text book:

- The fact that the BAC exam is administered in a written format.
- A focus on thematic orientation.
- The need to meet the pedagogical purposes of all 3rd Year streams.

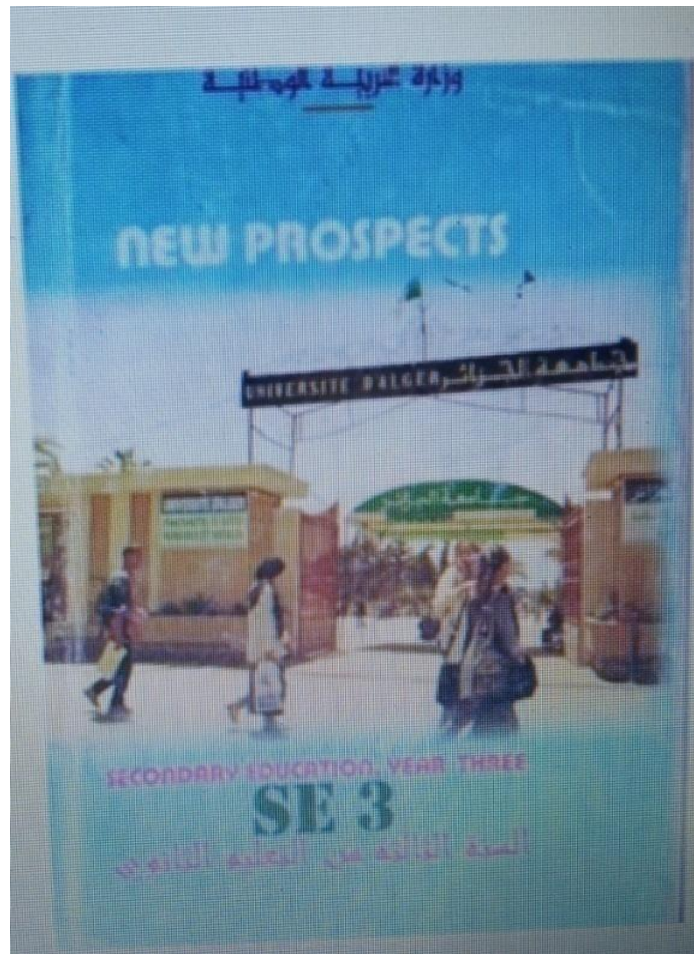
Naturally, the general approach to learning is competency-based learner centeredness and project-based.

A photograph depicting men and women in various professions dominates the textbook's front page. The photograph depicts a lady with a white apron using the machine, a chemist with a beaker, a surgeon treating a patient, a businessman on his phone, and a man listening to the radio. At the top of the book, we notice the country's name, "The People's Democratic Republic of Algeria," as well as the name of the Ministry of National Education in Arabic. The textbook's title is written in bold print right at the top of the picture. The words 'Secondary Education, Year three' are written in Arabic and English at the bottom of the page. Both the front and back pages have a colored background. The back page is blank, with only the printing office's symbol, the textbook's price, and copy right details written in small Arabic font at the back of the page.



**Figure1: New Prospects Text Book Edition**

From the first year it was released, the textbook's cover has undergone several updates (2007). The University of Algiers was displayed on the front cover, and The University of Bejaia was featured on the back cover of the first version. We assume that the previous images on the textbook cover are more appropriate because, on the one hand, they show Algerian universities, especially students in their final year are supposed to be university students after passing their baccalaureate examination, and, on the other hand, they portray the learners' culture and are more educationally relevant than the current image. We can't think of a good excuse for things to adjust. Since the first year it was introduced, the textbook's volume and price have changed somewhat.



**Figure 2: The Old Text Book Edition**

## **2. New Prospects Content**

The new prospect contains six units dealing with the six main themes recommended in the syllabus with recurrent language functions, grammatical structures, language components as well as skills and strategies. As a result, with the four mandatory units that any stream is supposed to deal with, the possibility of covering all components of the syllabus is provided. The units are followed by the listening script, grammar reference and a resources portfolio. Every unit comprises two main parts with two sequences each.

The language outcomes section is divided into two parts: listen and consider and read and consider. The aim of these two sequences is to work through the around text rubric, focusing on the text's language aspects through the analysis of grammatical structures, vocabulary, grammar, and spelling. The aim is for the students to internalize the thematic and linguistic resources.

Both sequences are identical. Close with a rubric entitled: think, pair, and share after reading and considering. By emphasizing a specific purpose, the activities in this rubric seek to encourage students to reinvest in speaking or writing the thematic and language outcomes learned during the unit (advising, comparing and informing...)

The second part of the unit entitled, skills and strategies outcomes is essentially concerned with the structural and discursive aspects of the texts. The interest now shifts into compositional and communication strategies. This part comprises two sequences, listening and speaking and reading and writing, focusing on the awareness and the practice of the primary skills and social skills inside or outside the classroom. They are aimed at getting the students to eventually concretize in saying in writing and writing development rubrics what is termed in the official syllabus “the final objective of integration”

Learner outcomes and intercultural outcomes, on the other hand, are in-built, they are designed to be a part of the teaching and learning process at all stages, most importantly through a relevant typology of practices.

### 3. General Description of Units' Content

As previously stated, the textbook's units are described in the book map, which includes a precise description of the textbook's entire contents. The six units' themes and issues are listed in the table below.

Units	Theme	Topic
Unit 1	Exploring the past	Ancient civilization
Unit 2	Ill-gotten Gains never prosper	Ethics in business
Unit 3	Schools: Different and Alike	Ethics in Business: Fighting Fraud and Corruption
Unit 4	Schools: Different and Alike	Education in The World: Comparing Educational Systems
Unit 5	Safety First	Advertising, Consumers and Safety
Unit 6	We Are A Family!	Feelings, Emotions, Humour

**Table 1: Themes and Topics of New Prospects**



Every unit has two images on the front page that show the title and the topic of the unit. On the top photo, description of the Project Outcome is drawn, which highlights what the students will be able to do at the end of the unit.

The first part of the unit is called 'Listen and Consider,' and it has three segments. The 'Getting Started' segment normally contains questions about a picture and what it represents, aims at leading the students to the topic of the listening script. "Let's hear it" is the next segment. The following subsection, 'Let's Hear It,' requires students to listen to a script (which the instructor reads from the listening scripts at the end of the textbook) and respond questions about the subject; the aim is to involve the students in the unit's topic. The next rubric is a 'around the text', which focuses on revising grammatical rules accompanied with vocabulary, pronunciation and spelling. The rubric concludes with a task that seeks to help students learn and internalize language components.

The 'Getting Started' subsection is found in the second part, 'Read and Consider,' and it includes some general questions about the subject. Following it is 'Taking a Closer Look,' which contains questions about the text that the unit orbits around. The text is framed beneath an illustration that highlights the main idea; the text is presented with a margin that includes a phonemic transcription of any words that may be difficult for students to pronounce. The 'Around the Text' rubric, on the other hand, introduces the new grammar, vocabulary, pronunciation, and spelling features that are supposed to be learned using the grammar sources at the end of the textbook. The rubric concludes with a task.

The third segment, 'Listening and Speaking,' has four subsections: 'Before Listening,' 'As You Listen,' 'After Listening,' and 'Saying It in Writing.' These sections are aimed at improving students' listening skills.

The final segment, 'Reading and Writing,' has four subsections as well. The first, titled "Before Reading," includes images and questions about the images; the second, "After Reading," followed by "Writing Development," "Project Outcome," and finally "Assessment." In the segment named 'Time For...,' each unit concludes with a song or poetry.

#### 4. The Cultural Analysis of Units' Illustrations and Texts

##### 4.1 Unit1: Exploring the Past (Ancient Civilizations)

The unit's first page is made up of two pictures that illustrate what the unit is about. As an introduction to the unit's subject, the two photographs illustrate the most famous achievements of Roman and Babylonian civilizations (Timgad and Babylon's hanging gardens). This unit's intercultural objective is to foster a constructive attitude toward one's own and other people's cultures whilst also raising consciousness of civilizations' contributions to man's development.



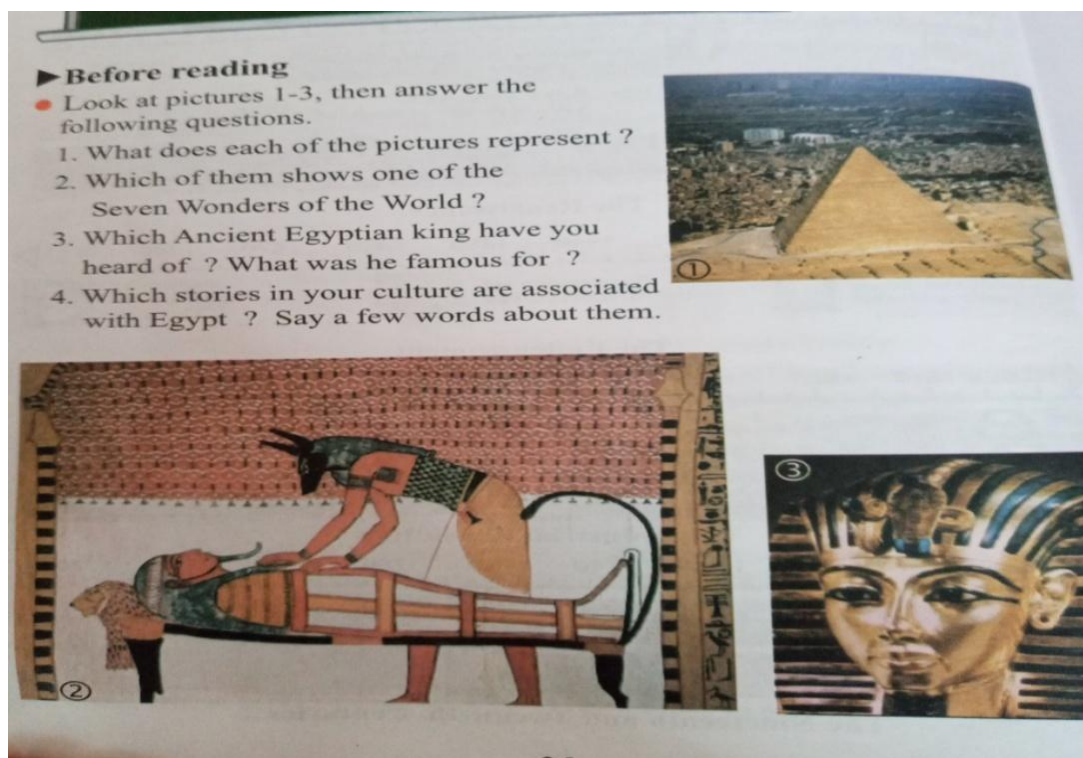
**Figure 3: The Hanging Gardens of Babylon and Timgad Monuments**

The unit begins with “listen and consider “section in which students are expected to listen to a listening script about ancient civilizations. Students are encouraged to listen to the script and do some activities to further consolidate their understanding. They are also encouraged to become more aware of the ancient cultures that once existed. The listening script is mainly used to introduce the grammatical notions of obligation, habit and ability in the past; under the so called text –based approach. The script is an interview with Dr victor skip, historian, is invited to answer some questions during a radio broadcast .He gave an overview about the

earliest civilizations, especially the Sumerian one. Dr skipp tried to explain the different aspects of the Mesopotamian culture.

The text book designers provide the learners with a text entitled "Algeria at the Crossroads of Civilizations" in the second section, «read and consider." The aim of the text is to attract students' attention to their country's historical context. It attempts to show them that Algeria's strategic location made it accessible to many of the ancient cultures that thrived in the Mediterranean basin and in Africa south of the Sahara. This latter is followed by the rubric of grammar explorer.

To further broaden the analysis of the new prospect, we wanted to bring attention to the reading and writing sequence which seeks to develop learners 'reading and writing skills and strategies such as:skimming,scanning ,summarizing and writing a story .the pre –reading stage represents photographs backing to the Egyptian ancient civilization, they portray a side of Egyptian people's life style in the past , the learner is asked to interact with those pictures so as to be prepared to the theme of reading text .The text demonstrates the way the Egyptian civilization rose in the Nile valley and what glory it achieved under the rule of different pharaohs.



**Figure4: Mummifying –Pyramids –The Pharaoh**

Through the analysis of visuals and linguistic components of this unit, we noticed that culture is manifested as historical facts .starting with the local culture which serves as a medium to teach English. . In particular, unit one is devoted to Algerian culture, which is evident both linguistically and visually. The first unit situates Algerian culture alongside Egyptian and Sumerian cultures. It shows a diversity of cultures beside the incorporation of the local culture as an attempt to foster learners' local cultural identity .Despite the cultural diversity denotes in this unit, the target culture has no placement among the mentioned ones. Tipping the scales in favor of non-English cultures over English culture, goes against the competency- approach principles. Learners, within this approach are called to develop cultural outcomes about the English culture. Text book's designers reflects the non-English culture and the local culture in a way that sufficiently detailed, they could supplement the text of ancient Egyptian civilization by another text talks about Britain's prehistory.

#### 4.2 Unit 2: Ethics in Business (Ill Gotten –Never Prosper)



Figure 5: Unit Two Front Page

Unit two follows the same format as unit one, beginning with two illustrations of non-governmental organizations and the accounting council building, the latter's name written in Arabic. The unit's main goal is to provide the student with an understanding of the common values and ethics that govern societies, as well as to distinguish between what is ethically and unethically acceptable. The pictures in this unit depict unethical actions such as under-the-table payment and product imitation, which are followed by texts adapted from an English magazine named "the economist" and a book titled "business vocabulary in English". In this unit, culture is portrayed as a collection of common values, facts and customs. Therefore, the use of linguistic and visual materials that promote target language culture as the context in which the target language is taught, as well as the sources of the texts, are strong proof of this. Another example of the English culture's dominance is the collection of English sayings featured in the take-a-break section, where students are urged to explore their meanings in order to find their equivalents in their own language.

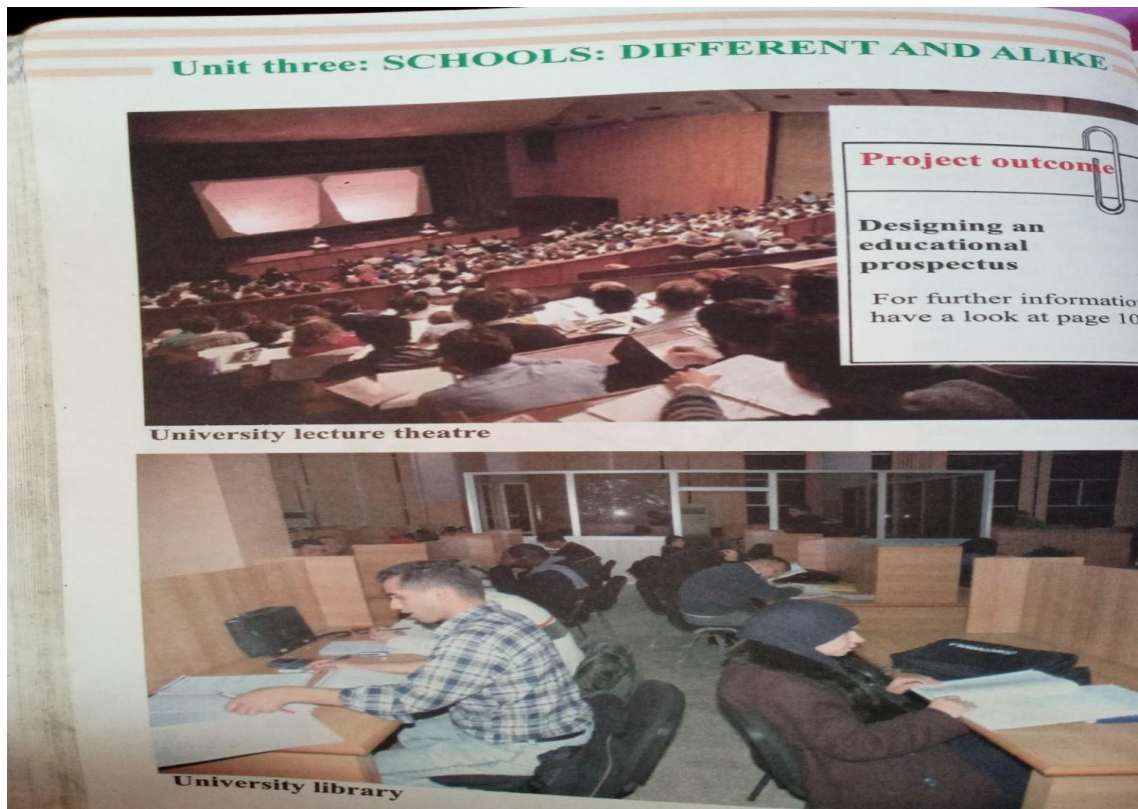
### 4.3 Unit 3: Schools: Different and Alike

In this unit, the images and texts are arranged in the order in which they appear in it. We begin with the unit's front page, which includes two photographs, then move on to the image under the rubric "Getting Started," followed by listening scripts, other images, and reading texts.

#### 4.3.1. The Cultural Content of Pictures

**The front page picture 1:** it represents university lecture theatre depicting the way of lecturing in foreign culture.

**The front picture 2:** it represents an Algerian university library where students are revising and preparing for their lectures .it gives a good image of local culture representation in the text book.



**Figure6: Unit Three Front Page**

**The objective:** is to prepare learners to the theme of the unit .The teacher ask learners some questions to brainstorm the topic of the unit.

#### **4.3.2. Getting Started Rubric**

The rubric is presented through different pictures portraying different jobs and professions, the cultural content of these pictures is mainly local where the learner can think of what want to be in the future

#### **4.3.3. The Objective of Pictures**

These sets of photographs are associated with four questions, and the learners are instructed to look at the images and answer the questions.

#### **4.3.4. The Cultural Content of the Listening Script**

**The Objective:** is to develop learners listening abilities

The listening script is adapted from Cambridge First Certificate English, page 69, and is entitled "A School Child's Parent in the Headmaster's Office." The script depicts a conversation between the headmaster and Mr. Harris, a father of a student, in an office about his child's future. The text is culturally unique, and it uses a dialogue style to represent the target language culture (English). We may argue that this discussion reflects English people's cultural principles in terms of which the freedom of choice is the best for one's future.

#### 4.3.5. Read and Consider Rubric

**Picture3:** The picture shows some students celebrating their graduation day. They wear graduation gowns in a manner that reflects part of the British educational system. The image strongly reflects the English culture to the student and piques his interest in learning more about English educational rituals.



**Figure7: British Students at Their Graduation Party**

The picture is followed by a text entitled "education in Britain" The title of the text is "Education in Britain." It is extracted from the book "Guide to British and American Culture." There are no other details about the book, publication date, or location.

#### 4.3.6. The Cultural Content and Objective of the Text

This text depicts the target language culture through a specific feature of British society, namely education. It also depicts several facets of education in the United States. Both of these two countries are English speaking societies, it discusses and contrast the British and the American educational systems .Furthermore, the text tackles how important education for the British people and consider it as a crucial subject. In addition, it highlights the disparities in attitudes toward private education between British and American citizens, reinforcing cultural differences. The text aims at raising students 'awareness about the target culture (English culture), attempting to supply them with some aspects of the English society among them education.

**Picture 4:** portrays a girls' secondary school in Britain (in 1960s), it shows Britain's traditional, successful, and long history of education.



**Figure 8: Girls at British Secondary School**

#### 4.3.7. Listening and Speaking Rubric

**Picture 6:** is used as a lead-in to the listening script and it symbolizes one of the most prominent scientists, "Mary Curie," and her physics discoveries. The image culturally reflects




the importance of science in the evolution of human life. The picture is followed by a series of questions to introduce the topic.

*The Discoverer of Radium*

(by J. Walker  
McSpadden)

1. Who do you think the lady is ?
2. Where was she born?
3. What nationality is she ?
4. Where is she and what is she doing?
5. Do you think her education has prepared her for the kind of work she is doing ?



**Figure 9: Marie Curie**

#### **4.3.8. The Listening Script**

There is no title on the second listening script. It is based on Eva Meushaw's *Adventures Ahead*, published by Harcourt. There is no evidence of when it was published.

#### **4.3.9. The Cultural Content of the Script**

The text is not culturally-specific, and it does not overtly depict any culture. The script is broken into two sections and tells the story of Marie Curie's early life in Poland and after she

fled to France. The script depicts a scientist's early life and the hardships she faced, yet this did not deter her from pursuing her childhood dream of becoming a scientist. Nevertheless, the listening script is too lengthy; in fact, it is longer than any other script in the textbook, which may be why it was chosen to practice note-taking skills.

This unit primarily focuses on English culture in a way that is acceptable. Through a variety of materials, learners are heavily exposed to the target culture. We've noticed that through interacting with materials that challenge his mind, the learner can build intercultural competency.

#### **4.4. Unit 4: Safety First**

This unit, named "Safety First," is mostly concerned with advertising in various societies. Its goal is to comprehend the significance of incorporating cultural characteristics from many nations into advertising. According to the unit's objective, students will undoubtedly be exposed to cultural input from many communities in the classroom when it comes to advertising. However, the unit's content does not correspond to its objective. It indicates that while the goal is culturally significant, the content does not. As a result, "Safety first" is devoid of any cultural references, whether to the target or to a foreign culture.

#### **4.5. Unit 5: It Is Great Giant For Mankind**

Its title is "It's a Giant Leap for Mankind," and its primary focus is on astronomy and human exploration of the cosmos, solar system, and science fiction. It aims at developing awareness of the importance of satellites for present-day societies and raising awareness about man's place in the universe through the exploration of the theme of astronomy. After analyzing the unit's pages, it's worth noting that it's very scientific and developed for scientific streams, i.e. it's empty of cultural information and anything else relevant to the target culture.

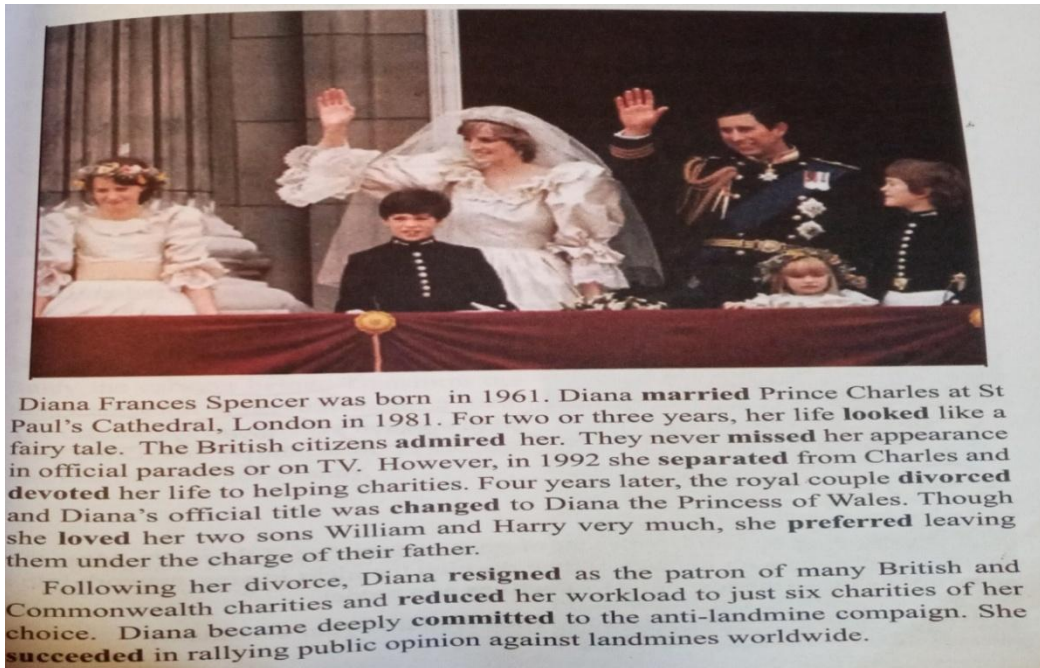
#### **4.6. Unit 6: Emotions and Feelings**

The unit, subtitled "We Are Family," is about feelings, emotions, and humor. Its goal is to create and understand emotional expressiveness across cultures and societies. This unit includes cultural knowledge in the context of certain activities. It begins with learners being introduced to Algerian comedians; during the sequence "Listen and Consider," the teacher asks those questions orally that are addressed in the textbooks, such as: what is comedy? Do you believe comedy teaches us valuable lessons? These questions are used to assess students' prior knowledge issues in regards to the unit's content.

In this context, and specifically in the rubric "Let's hear it," the teacher reads to pupils a text from the "Listening Script" (pp.208-209), which is an interview between a journalist and a comedian named John Doe in which he discusses humor and comedy. The humorist believes in this interview that sense of humor is tied to national traits, and he supports his point by describing an American who cannot laugh at a Russian joke and vice versa, as well as a Russian who finds it impossible to make an English man laugh until he cries. These examples demonstrate that various cultures around the world have some characteristics that are specific and distinctive to their people who cannot exchange them with people from other cultures, such as the way of showing feelings and sense of humor, which is the core part of this unit "We are Family."

In the sequence of "read and consider", a text is entitled "feelings", discusses how people in the United States and the United Kingdom communicate their sentiments and emotions in various circumstances. The text initially illustrates an expressive American culture in which people love to express their experiences and exhibit their tears rather than hide them. On the other hand, British people prefer to hide their emotions in public, and when they are spotted crying, they feel embarrassed. Learners are shown the comparison between the two cultures in the text so that they may distinguish between the two communities. Furthermore, towards the end of the lesson, students are expected to compare and contrast Algerian attitudes and feelings with those of Americans and British. This type of inquiry is worth mentioning for foreign language learners who want to become more familiar with both cultures (their native and target) in order to broaden their cultural awareness.

In the rubric "Pronunciation and Spelling," the lesson is about how to pronounce the final "ed," but the assignment is a narrative on Princess Diana's life, deeds, and death. Although the task's main purpose is to ensure perfect pronunciation of final "ed", the topic is often cultural in nature because it discusses a notable individual (princess) from British society.



**Figure 10: Princess Diana and Prince Charles Wedding Ceremony**

After completing this activity, students are expected to write a newspaper article in the rubric "Think, pair, and share" in which they discuss Algerian men and women and how they express feelings and emotions such as loss and love in different settings. They create a cultural overview of gender inequalities in Algerian society when expressing feelings in this exercise. Finally, students share notes with one another.

Learners are given a list of phrases that signify degrees of friendship in English culture in the sequence "Listening and speaking" (p.183), and then they are asked the following questions: Are the degrees of friendship in English culture and your culture the same? Is there a word in your language that has the same meaning? These kind of questions are important because they present learners with vocabulary from a foreign culture while also requiring them to refer to them in their own culture. In this setting, learners will be interacting with both cultures at the same time.

## **5. The Distribution Of The Big C and Small C Culture in New Prospects Units**

### **5.1. Big C Culture**

Education, "Architecture," "Society Norms," "Government," "History," "Literature," "Music," "Economy," and "Geography" are some of the big "C" culture themes that were prominently featured in textbooks. The following nine themes were rated in order of frequency; the "Economy" topic was placed first. The second one is education followed by

history, government, society norms, architecture and at last music .Theses themes will be further explained as follow:

### **5.1.1. Economy**

This subject introduces the various ties between production, trading, and money supply in a given country. In connection to culture, this subject is described in terms of topics such as enterprise operations, business in a country, statistical data on consumption, and international economics. The economic issues are primarily discussed in greater depth in Unit 2 and 4. The key themes covered in Unit 2 are intended to raise the learners' understanding and competence to deal with ethics in business as active participants in their society's growth. It presents certain economic topics relevant to the international culture in unit 4, with the goal of connecting learners to the principles of the modern economy and how the nations run their economies in order to help them grasp advertising, consumption, and safety are all concerns that need to be addressed. Furthermore, economy is portrayed in an implicit way across several units, such as in unit 1 when the writers demonstrate how ancient people and civilizations engaged in economic activities such as irrigation and agricultural systems "page 37".

### **5.1.2. Education**

This topic is introduced mainly in unit 3 “schools are different and alike”. In the textbook, schools and educational institutions are addressed from a variety of perspectives. First , Education is viewed as a tool that will enhance one's living quality because one cannot obtain a good job without it, especially in this age of technology and globalization. Second, due to the huge differences in living conditions, it becomes obvious that receiving an education is not privilege for everyone in certain societies. Children and teenagers in certain communities may not have time for education since they must work to support their family "page 65."Furthermore, on pages 98-99, the American educational system is also addressed. Although most Americans desire to minimize government interference, this is not the case when it comes to education, according to reports. The British educational system, on the other hand, is described on "pages 83-84." According to to the british people, no subject is more important to them than education. This topic opens up a huge field for comparing educational systems from other cultures.

### 5.1.3. History

It entails the depiction of ancient civilizations' history, with a focus on presenting certain pivotal moments in their rise and fall. On page 15, for example, a map depicts the locations where most ancient civilizations, such as the Sumerian , Egyptian , Maya, and Aztec civilization, are located. The historical events described in the textbook were primarily regarded to be benchmarks of the modern world in the way that they can help us in grasping current events. In terms of the target culture, it entails the presentation of the United States of America's national history through an image on page 141 depicting a significant moment in the country's history in terms of space discoveries. According to history, Neil Armstrong, an American astronaut, was the first to orbit the Earth.

### 5.1.4. Geography

The geographic aspects and characteristics of the non-target culture are discussed in this section. The ancient civilizations' geographical territories, for example, were highlighted, as were the famed Algerians' seven World Heritage Sites. In addition, on page 145 of unit five, certain statistical data and general facts regarding the distances of various planets, the cosmos, and space, as well as the solar system, are addressed in many cases.

### 5.1.5. Literature

The literary theme is represented by introducing various pieces of writing that are recognized as works of art, particularly novels, plays, and poetry. It entails the display of several well-known Algerian pieces of art that represent the country's rich cultural history "page 22" through a photograph of ancient inhabitants' rock carvings. In addition, the literary subject was noted in great works of art created all across the world over various eras of time. On page 41, images such as "Polyphemus the Cyclops," "Paris's Abduction of Helen," "Trojan Horse," "Ulysses's Homecoming," "The Sirens," "Greek Siege of Troy," and "Penelope and Ulysses" depict such works. The literary theme was also highlighted at the end of each unit in the "Time For" part, which included some poetry on the themes covered in each unit.

### 5.1.6. Architecture

The textbook goes into considerable detail about the art of building design and its various styles. This section addresses the topic of "Architecture" in terms of notable architectural products, building styles, and city and town plans. The historical massive buildings in Egypt

are one of the biggest human-made structures, and are regarded one of the Seven Wonders of the World "pyramids." According to legend, tremendous efforts and resources were required to construct them, which date from the 25th century onwards, as well as the rock tombs in ancient Egypt "page 36." Other architectural subjects include images of "the Trojan Horse" and "the Greek Siege of Troy" on page 41. The various elements of this topic demonstrate the actual contribution of the "Architectural dimension" to the creation of all human civilizations across the world, as well as one big symbol of their culture as a way of life.

### **5.1.7. Government**

This topic introduces the state's institutions and their meanings in relation to target and non-target cultures. There are just a few mentions to governmental and political institutions in the textbook. And the most of them are simply referenced by their names and definitions. It is noted, for example, that Algeria's "Accounting Counsel" building is in charge of combating corruption. The customs body is referenced, and a photograph of a customs officer exhibiting counterfeits of an iconic European artworks on "page 53" illustrates its significance in terms of fighting corruption. The Old Royal Observatory at Greenwich (page 135), the Algerian Center for Space Research (page 135), and a section regarding NASA's activities (page 156) are among the other nation states mentioned. The above institutions are determined to be governmental organizations in charge of managing state issues.

### **5.1.8. Society Norms**

This part of the textbook's cultural theme examines the behavioral expectations and cues within a society of both cultural categories (social class, social interaction, and actions). These features focus at when and when it's permissible to speak particular phrases, talk about specific themes, or wear certain clothes, as well as when it's not. It is mostly covered in Unit 02, where various improper actions are depicted throughout the unit using both visuals and words. Bribery, fraud, money laundering, falsified accounting, tax evasion, and smuggling are all examples of unethical behavior. According to popular belief, all corrupt behaviors should be combated, while proper actions such as probity, honesty, loyalty, and business should be fostered. Additionally, certain business sayings are presented, such as "business is business" on page 61, which is proven to be a completely incorrect notion in the sense that ethics has everything to do with business. In order to increase profits, many businessmen "pages 61-65-70" must dismiss at least hundreds of employees. Through such acts, it is obvious that there are significant disparities in living conditions in different cultures, and that there are both

strong and weak social classes in the United States of America. The textbook also distinguishes between Americans and British in terms of how they express themselves. When it comes to expressing their emotions, Americans and Britons have nothing in common. For virtually all Americans, it is preferable to express their thoughts or feelings. The British, on the other hand, dislike expressing or discussing their emotions “page 174.” To conclude, the many cues and expectations associated with any culture were mostly explored by critiquing variations in living standards and portraying what is acceptable in one society and not acceptable in another as cultural differences.

### **5.1.9. Music**

The “Music” theme is used in different parts of the textbook to introduce sounds that are organized in a pleasing manner to listen to. It includes current music, traditional music, classical music, and famous musical works. It is generally introduced in the section titled “Time for.” It is presented through various well-known songs, including Tom Paxton's “what did you learn in school today?” on page 105, “a song for eating” on page 134, and another song about love on page 195. It has been noted that these varied songs were created to help students relax after finishing each lesson and to connect each topic to musical masterpieces. Finally, it appears that music is an important element of human existence, regardless of whether they are in their professional, social, or private lives, and it goes hand in hand with all parts of life.

## **5.2. Small C Culture**

“Beliefs & Values,” “Hobbies,” “Gestures,” “Gestures,” “Food,” “Customs,” “Living styles,” and “Holiday” are seven topics covered in the textbook under the small “c” culture.

### **5.2.1. Food**

This subject in the textbook discusses how activities connected to food and eating habits. The everyday routines of eating were mostly covered in Unit 04, according to the analysis. It should be noted that the food topic was explored in terms of comparing organic and genetically modified foods “109.” Genetically modified foods are found to be harmful to both human health and the environment. Consumers are urged to purchase conventional foods, which are healthier and less harmful to the environment. Consumers are also encouraged to develop a culture of food consumption by reading the labels on food packages before



purchasing them, which will educate them of the components, expiration date, and other information about the product they eat "107."

### 5.2.2. Customs

The topic of "Customs" introduces the many acceptable ways of behaving and doing things in a community. It is displayed via wedding ceremonies, invitations, and many other customs that represent a society's way of life. A lot of these themes were covered in Unit 06, when various unique ways of living were shown through images that represented the structure of families in the target culture page 165. On page 179, Diana Frances Spencer and Prince Charles picture discusses the element of wedding rituals in Britain. In terms of non-target culture, there are some images of prominent Algerian comedians and their performances, as well as how their performances compare to or differ from those of international comedians "166."

### 5.2.3. Hobbies

The term "hobbies" refers to a variety of activities that people engage in while they are not working. It is introduced in terms of some TV show preferences and book reading interests. Unit 04 on page 112 lists some shopping habits, amusement, and leisure activities. According to the textbook, the next several decades will bring about significant changes in our way of life. A comparison is drawn between British and American individuals in terms of how they use their spare time in Unit 6 "page 167." The British are known to have a dry sense of humor. When they joke; they might retain a serious expression on their face and speak in a serious tone. Americans, on the other hand, are known for their blunt humor.

### 5.2.4. Living Styles

The living styles topic includes behaviors such as daily routines, interpersonal contact and social activities, family life activities and styles, and entertainment styles. There are several examples of verbal conduct norms in the textbook. It is claimed that Americans like to express their emotions openly and directly, whereas British people prefer to keep their feelings hidden. In Algerian society, the way friends behave introduces another facet of social contact. Friends in Algeria are said to support one other in difficult times and do not laugh at each other when they say embarrassing things. Furthermore, on important occasions, they invite each other to a restaurant p"177". On page 183, another crucial component of human contact is friendship. It's about the British notion of friendship degrees, which vary from

closest friends to best friends, close friends to excellent friends, acquaintances to strangers. Further to that, it connects this idea to Algerian culture by instructing students to draw comparisons and seek for similar terms for words in the British culture that symbolize friendship.

### 5.2.5. Beliefs and Values

This section contains instances of activities that are taken for granted in any social group. The textbook contains the moral ideas and values that shape the target societies' daily lives. The moral views and ideals of Americans and Britons are mostly explored by introducing some significant contrasts between them in a variety of ways. People in the United States and the United Kingdom are similar in many respects, yet they have little in common when it comes to expressing their emotions. It is believed that virtually all Americans believe it is preferable to share rather than hide what they think or feel. Many of them enjoy hearing "I love you," "I care about you," or "I am pleased to have a friend like you" from their families and friends. Almost all of them love sharing their own experiences, and the majority of them will go so far to exchange ideas with strangers the first time they meet them. The traditional British reserve, on the other hand, has a national tendency to avoid displaying excessive emotion of any type. The British have a habit of maintaining a stiff upper lip. In other words, they dislike expressing their emotions. People who express their feelings are regarded to be weak and bad-tempered "174-175," therefore they try to keep them hidden. Finally, Americans are believed to be more outgoing, whilst the British are said to be more introvert. The textbook advises the learners to convey their ideas and values when doing business on page 64, the moral convictions about business are also introduced. To summarize, the question is whether ethics has nothing to do with business or has everything to do with business. On page 38, another discussion about beliefs and values was elaborated. It was about the ancient Egyptians' idea that Pharaoh was the most powerful unifying force in the universe. The Egyptians considered the king to be the god's foremost servant. The Egyptian concept of royalty went even farther. They believed that their monarch was a living god, a celestial sovereign who could control the weather, the Nile, and their own lives through sorcery. To summarize, they believed that their monarch was the first and final legitimate person to bring Egypt's safety, wealth, and happiness.

### 5.2.6. Holidays

The textbook does not emphasize the activities of those who do not go to work or school because of a religious or national holiday. It is intended to be discussed in terms of the holiday's purpose, importance, symbols and signs, and people's specific activities on the holiday. This subject is briefly mentioned on page 130, when students are encouraged to envision themselves as vacationers who have returned from a bad vacation and are requested to write a letter of complaint.

## 6. Exploring the Intercultural Communicative Competence in New Prospects

This textbook incorporates cultural knowledge into its material, and there is a clear attempt to encourage students to know more about the two cultures they are studying: foreign and local culture. "New Prospects" introduces students to culture in this setting. However, it is only the third unit and the six unit that seek to mix the local and the English culture, primarily in activity page (83) and in page (174) which demands to explain the similarities and contrasts between the Algerian and British or American educational systems and emotions and feelings, and this area of contact between the two cultures helps learners build intercultural competency. This is a critical issue for SL students who want to be excellent intercultural communicators. As a result, this competence is not well addressed in this textbook.

## 7. A Text Book Evaluation Checklist

In order to deepen the evaluation and the analysis of the new prospect, we have decided to add a checklist as an instrument of materials and content examination, since it allows a sophisticated evaluation in reference to asset of criteria .Those criteria are driven from cunningworth (1995), Byram (1997), and Risager (2007)

- Does the textbook portray the target culture (British or American) in an authentic way?

The textbook “New Prospects” presents many cultural examples. It covers a variety of cultures that are occasionally linked to non-English speaking nations such as Algeria, Egypt, and Greece. However, it does not focus the target culture (British and American), except in "unit 03" and "unit 06," where children are encouraged to compare the target and local cultures, as seen on pages 82 (Activity 02), 83 (Activity 02), and 174 (Activity 02), (Activity 02). Furthermore, it places an excessive amount of emphasis on the students' local culture. It

makes advantage of the local culture to teach the English. This is demonstrated in a text (page 22) that deals specifically with the culture of the students. It also does not pique their interest in British and American cultures, instead it depends on texts that address more universal topics (pages 37,54).

- Is there a strong emphasis on culture in the textbook?

This textbook covers a variety of linguistic features, including pronunciation, grammar, and the four language skills. The content contributes more to both grammar and lexis, i.e. it seems to have a lot of structures and activities that target the four skills. As a result, the textbook's aim to teach grammar and linguistic information predominates over the quantity of cultural material. In other words, culture is not given the priority in "New Prospects."

- Are the texts in "New Prospects" current and real enough to catch students' interest?

In terms of the texts in "New Prospects," they require greater adjustments in order for learners to understand them. When it comes to grammar and vocabulary, students are often more engaged and motivated. Pupils may be captivated to and engaged in particular units, such as 03 and 06, since the topics are drawn from real-life events and portray real situations (pages 83, and 174). The texts offered in other units, such as 02 (Ethics) and 05 (Astronomy), are irrelevant to their interests and do not motivate them. However, in order to keep learners interested, EFL textbooks should offer real texts and resources such as newspaper articles, music, and videos.

- Does the text book include all types of culture?

There are two sorts of cultural content in the textbook. Some units, such as "unit 01" and "unit 03," contain big "C" culture. For example, they contain information about the target and local culture' geography, history, and education, but units like "unit 04" and "unit 06" present culture of the small "c" kind, such as food, feelings, and views. Furthermore, it emphasizes on big "C" culture while ignoring small "C" type, resulting in most texts covering big "C" type elements. Nonetheless, the textbook provides just a superficial overview of the two categories of culture.

- Does the textbook include various cultures from other countries?

As previously stated, "New Prospects" encompasses a variety of cultures. In "unit 01," for example, it depicts Algerian, Egyptian, Greek, and Easter Ireland cultures, each of which

represents a historical element of civilization. Furthermore, in “unit03,” it discusses British and American cultural characteristics as they are reflected in both nations' educational systems.

- Do the textbook's teaching units encourage students to make comparisons between the target culture and their own?

In "New Prospects," students are encouraged to make comparisons between their own culture and the target culture. Pupils are introduced to facts such as education and emotions about the British and American cultures in particular in "unit 03" and "unit 06." The students are then invited to compare and contrast the similarities and differences with those of facts in Algeria. (Pages 83 and 174). However, not all teaching units inspire students equally; for example, certain units (04, and 05) overlook a key component (compare and contrast) that promotes learners' cultural awareness of the target and local culture.

- Does the textbook content help students to think critically?

Pupils are encouraged to think critically in several units of "New Prospects," such as "unit 03" and "unit 06," where they are invited to compare and contrast their own culture with the target culture. This may enable them to develop a clear picture of the shortcomings and advantages of certain areas, such as education, in both the local and target culture. On the other hand, the other teaching units don't include other cultural elements that raise learners' cultural and cross cultural awareness.

- Does the text book visual material motivate learners?

“New Prospects” contains many visual images, including pictures, maps, info graphics, and cartoons.... The majority of the photos are of poor quality, such as those on pages 53 and 179. They are archaic and distant from the students' current lives, and they do not allow them to challenge their convictions. Furthermore, the color quality of the photos and photographs is poor. However, using high-quality graphics in a textbook is highly advised to boost learners' attention and motivation.

### **7.1. Results and Discussion**

After the examination of the new prospect six units in order to explore the cultural knowledge, it is worthy to note that only three units present the cultural knowledge

To start with, consider the unit objectives, which show that the textbook's primary goal is to improve learners' knowledge of foreign culture and build their attitudes toward making comparisons between the native and target culture. Nevertheless, when reading the tasks or viewing the images used, things differ because some units contradict the main objective; for example, unit two and four; the former is primarily about advertising in the world, with the goal of -understanding the idea of incorporating cultural characteristics of a society into advertising. Although the unit's material examines the impacts of advertising on people, there is no mention of culture. The latter is about how to combat fraud and corruption, and there is no mention of culture in the material. It is interested in astronomy and the solar system for unit five; yet, it excludes learners from the cultural information contained within its content. Addressing the remaining units, culture aspects do emerge and can be found in a variety of assignments and rubrics. Culture can be presented in texts, listening scripts, and visuals, as well as in the form of questions (in a writing development or project assignment) or poems. The first unit, titled "Exploring the Past," focuses on describing two things. On the one hand, it tries to use the mother culture (Algerian civilization) as a starting point, rather than the target culture, in a process known as familiarization, in which learners become more aware of their own culture. This point can help learners in learning more about the local culture, its history, personalities, and accomplishments by allowing them to discover about the civilizations that happened in ancient times in Algeria (monuments and paintings). This unit provided students with a picture of Thamugad. The picture is placed at the beginning of the course on purpose, to remind students that civilizations arose and flowered in this region. It is a heritage of the Roman civilization (figure 1) and a cultural monument that dates back to prehistoric eras. After being exposed to the mother culture, students develop positive perspectives and a sense of curiosity and willingness to learn more about it. Furthermore, students will be prepared to embrace various cultures and their people without having stereotypical ideas of their habits, beliefs, rituals, and life styles, which will lead to the development of cultural tolerance in learners. This last point refers to respecting and comprehending another culture in compared to one's own. The unit, on the other hand, includes historical cultural aspects such as myths, folk tales, heroes, and living styles, all of which are deeply connected to ancient civilizations such as Greek, Sumerian, Egyptian, Roman, and Chinese civilizations listed in the course book. This unit allows students to broaden their cultural knowledge of human-made civilizations throughout history.

Learners are exposed to cultural components connected with English-speaking cultures, mostly British and American, in units three and six of this textbook. In these units, textbook authors typically present to students the American and British attitudes and views about education (unit three), as well as how they see it and how much attention they pay to it. All of this information enables students to have a better understanding of the English language's culture, as well as the people's views on education and the structure of the educational system in Britain rather than their own. Unit three's goal is to compare and contrast different educational systems across the world, although the unit's content mainly covers the British and American systems.

Unit six of "New Prospects" is actually about the American and British way of life, and how people express and manage their emotions. This unit focuses on demonstrating learners the distinctions between two significant populations speaking the same language in order to enhance cultural awareness and better grasp the character of British and American people, as each community has its own unique culture. As a result, this textbook places students in two shades of culture, which aims to take students back in time by teaching them not only about the history of ancient civilization but also about their own culture in order to appreciate history. Furthermore, learners are exposed to contemporary culture, which includes British and American cultures. This type of culture focuses on current habits, customs, and lifestyles of societies that are different from the learners' culture.

According to the analysis above, two categories of culture are portrayed in the text book content" the big c and small c culture». However, there is a big dominance of the big c culture over small c culture. Even big "C" cultural topics are significant in any language textbook in some form; they do not best answer to the learners' real cultural requirements. In summary, teaching specific cultural issues at the cost of others is unacceptable since intercultural communication is important. The textbook has a significant shortage in sections related to small "c" cultural issues ("only on page37 / 224"). This weakness may be a contributing factor in Algerian learners' inability to communicate effectively with people from other cultures, resulting in a poor level of intercultural competence. According to the theories of big "C" and small "C" culture "27Wintergerst and Mcveigh, 2010," small "C" cultural themes and topics play a greater role in daily communication across cultural boundaries than big "C" cultural themes and topics because learners must be able to communicate across cultural boundaries, when they talk about their everyday acts, routines, ideas, attitudes, and personal lives .as a result, Understanding the big "C" culture might lead to knowledge, but it doesn't always lead

to competence. In other words, in target cultures, micro cultural subjects and themes are more successful and crucial for intercultural communication than macro cultural topics and themes.

### **8. The Description of Teachers' Questionnaire**

The questionnaire is one of the most common methods used for collecting data on attitudes, and opinions from relatively large group of participants. Therefore, an online questionnaire was addressed to secondary school teachers. There are 15 questions in the questionnaire prepared as part of this research. We almost received 30 responses. This latter is divided into three sections .The first one is entitled “personal information”, the second one is entitled “information about the text book», and the third one is under the title “the cultural aspects of the new prospect». This questionnaire is a mixture of closed –ended questions and open-ended questions where teachers are asked to tick the answer

The first section contains 4 questions, its objective is to know about the respondents' backgrounds, including their gender, age, degree, and teaching experience.

The second section focuses on the text book content, it seeks to discover teacher's attitude toward the text book content

The third section emphasizes on the cultural elements of the target culture in the new prospect, through this section we seek teachers' opinions about the target culture representation in the new prospect.



8.1. Analysis of the Questionnaire

8.1.1. Section one: Personal Information

Q1: Gender

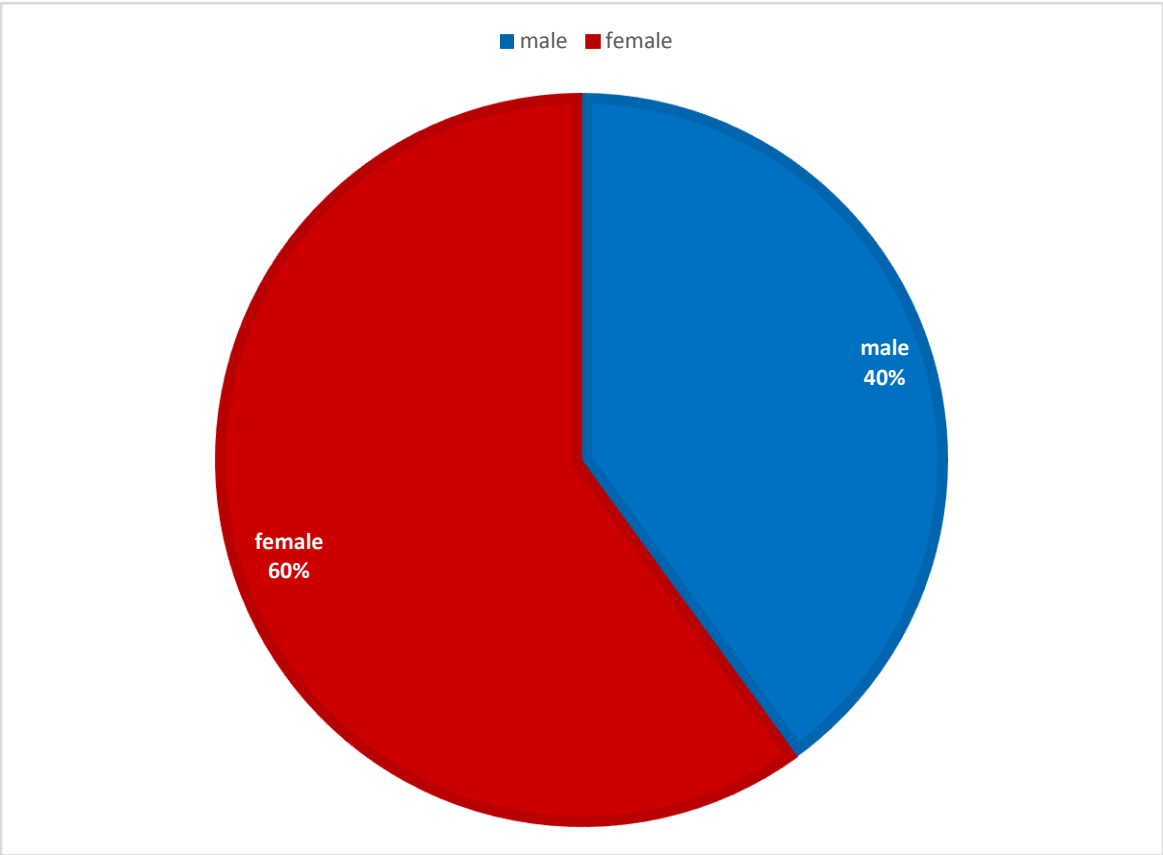
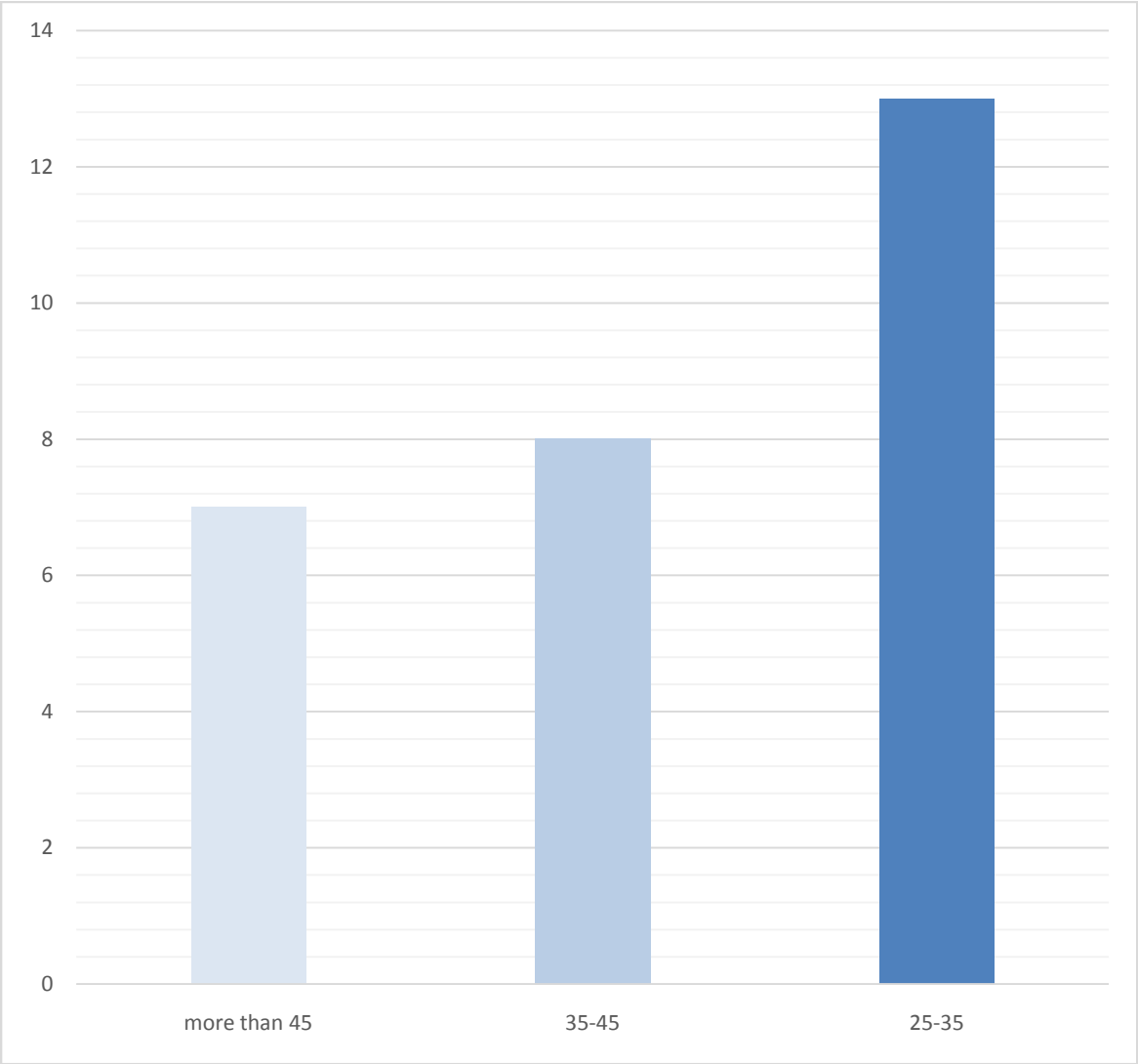


Figure 1: Teachers ‘Gender

Only 40% of the responders to this questionnaire are male, as indicated in the figure above, while 60% are female. This might suggest that the number of female English language teachers in Algeria is higher than the number of male English language teachers, indicating a significant female domination.

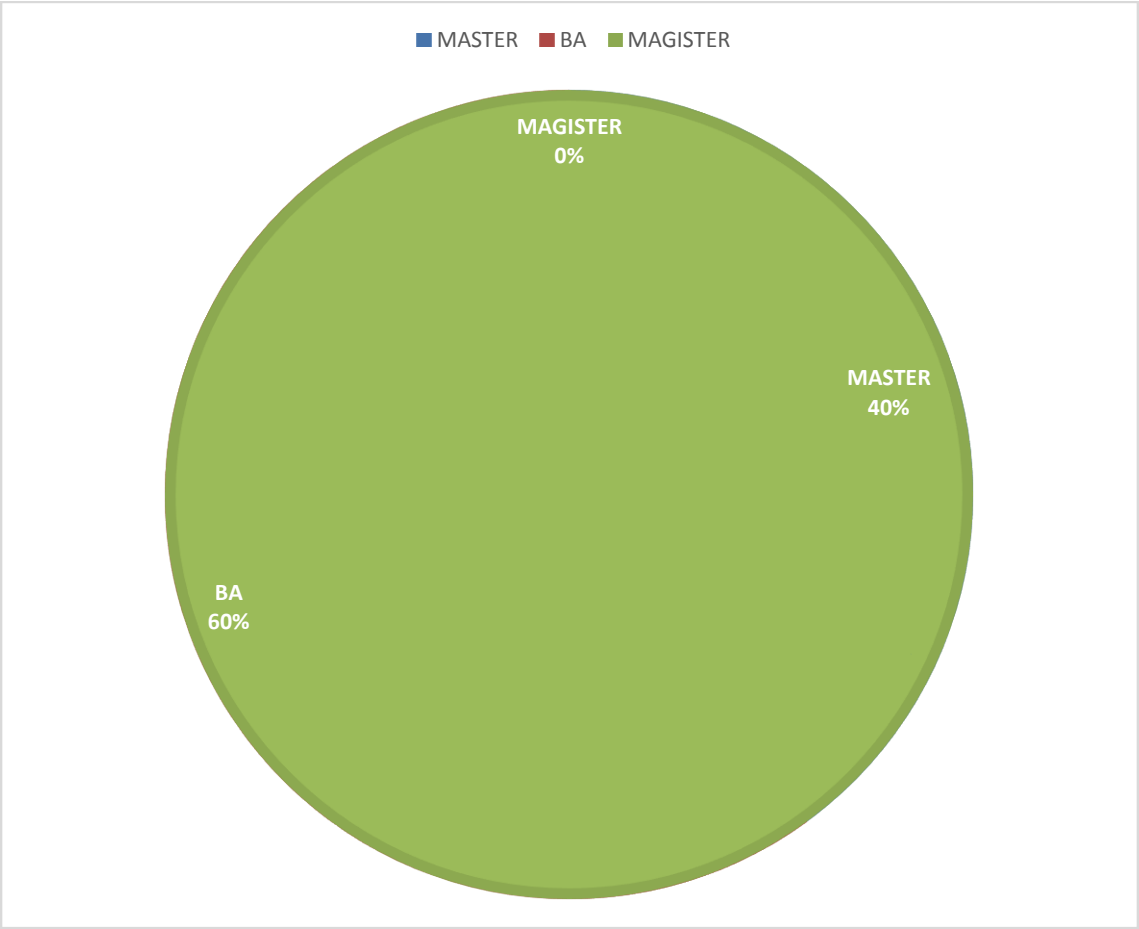
Q2:



**Figure 2 : Teachers' Age**

It may be seen in figure2 that 14 of teachers are between the ages of 25 and 35, while 8 teachers are between the ages of 35 and 45 and 6 teachers are over 45 years old. This might indicate that the majority of English teachers in Algerian secondary schools are young and have only a few years of experience in the teaching.

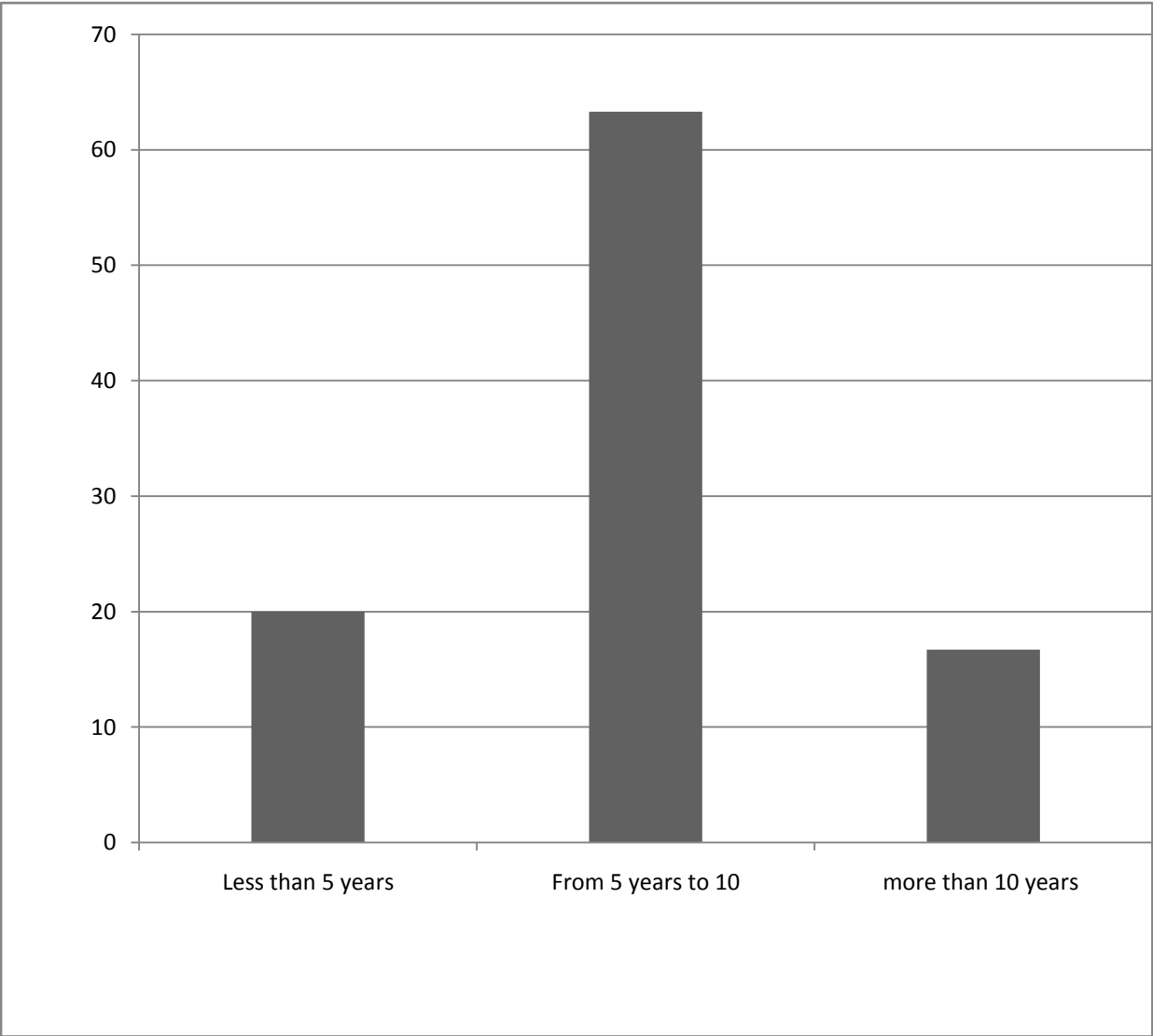
Q3:



**Figure 3: Teachers' Degree**

Figure 3 shows that 60 percent of teachers have a BA degree, 40 percent have a Master's degree, and 0 percent for magister degree. Despite this, the majority of teachers studied English for three to four or five years at university. However, being linguistically and culturally proficient in a foreign language is not enough

**Q4: How long have you been teaching?**



**Figure 4: Teachers Teaching Experience**

As shown in figure 04, the majority of teachers (63.3 percent) have experience of teaching English at secondary schools (from 5 to 10 years), whereas 20% of teachers have less than 5 years of experience, and 16.7 percent of teachers who have been teaching for more than 10 years. As a consequence, it's possible that teachers who have more than 5 years of teaching experience are familiar with the "New Prospects" textbook and can give accurate information about its merits and flaws.

### 8.1.2. Section two: Text book content

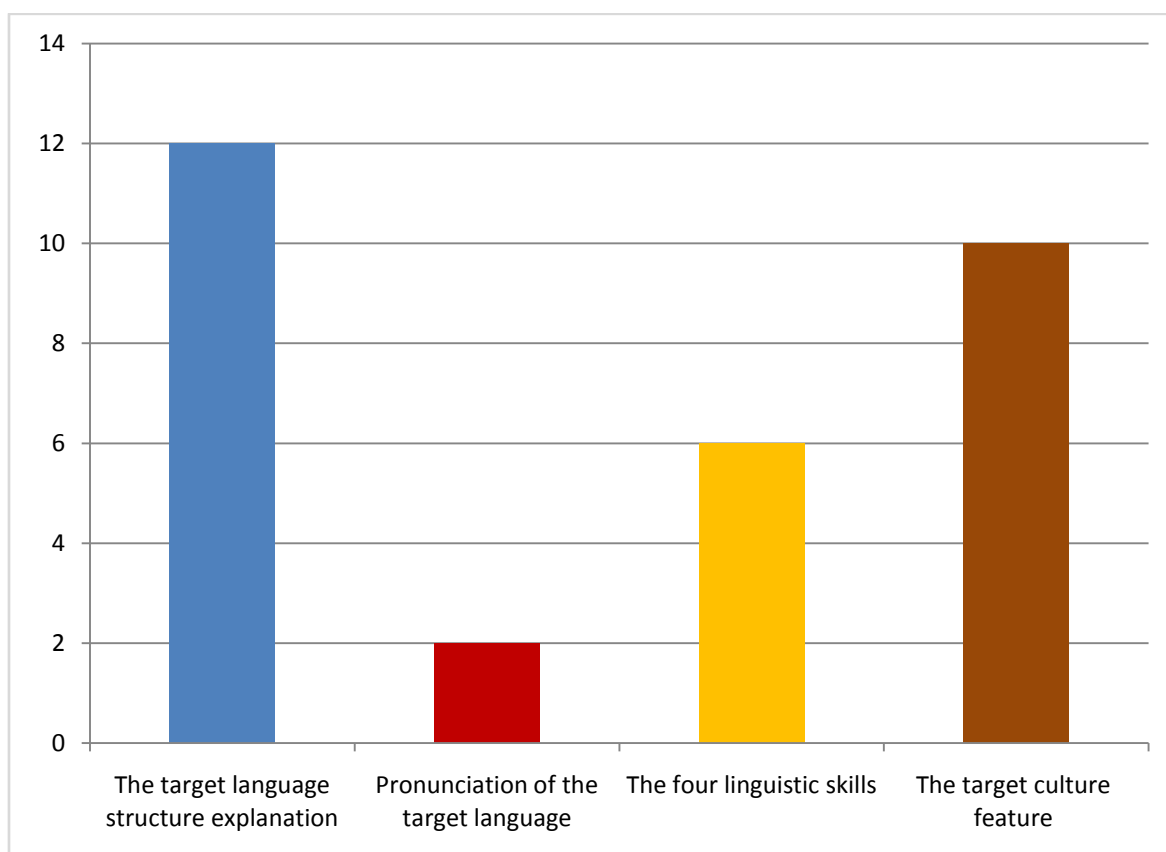
**Q5: an interesting text book is the one that includes:**

The target language structure

Pronunciation of the target language

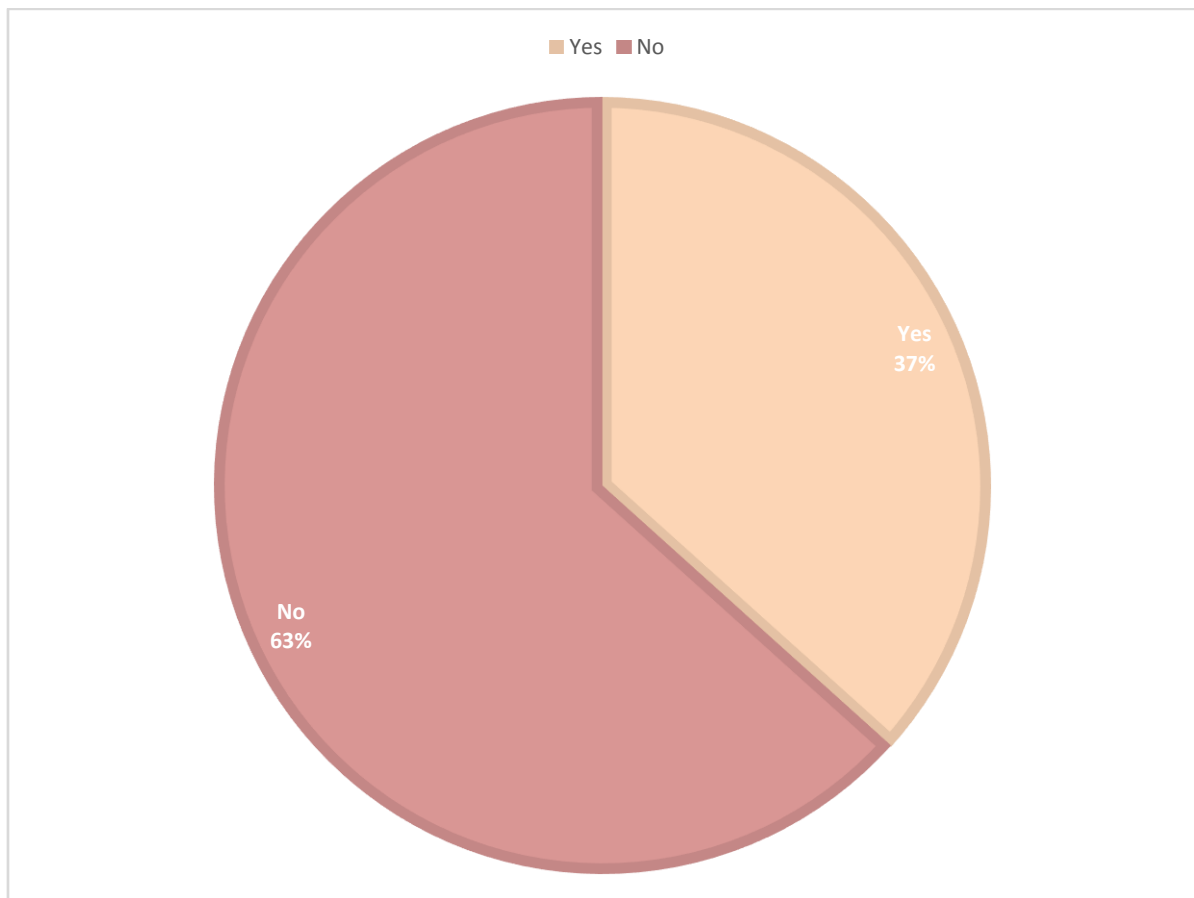
The four linguistic skills

The features of the target culture



**Figure 5: The Characteristics of an Interesting Text Book**

In fact, these responses suggest that the majority of teachers (12) consider an interesting textbook is the one that includes the target language structure. This followed by the number of teachers (10) who selected the target culture features. Six teachers view that an appealing text book is the one that integrates the four language skill and only 2 who selected the pronunciation of the target language. However, most teachers place an emphasis on linguistic structure in the text book while overlooking the cultural content, which is regarded one of the most essential aspects of language learning.

**Q6: Do the text book texts pique the students' interest? Justify**

**Figure 6: The Textbook Texts' Attractiveness**

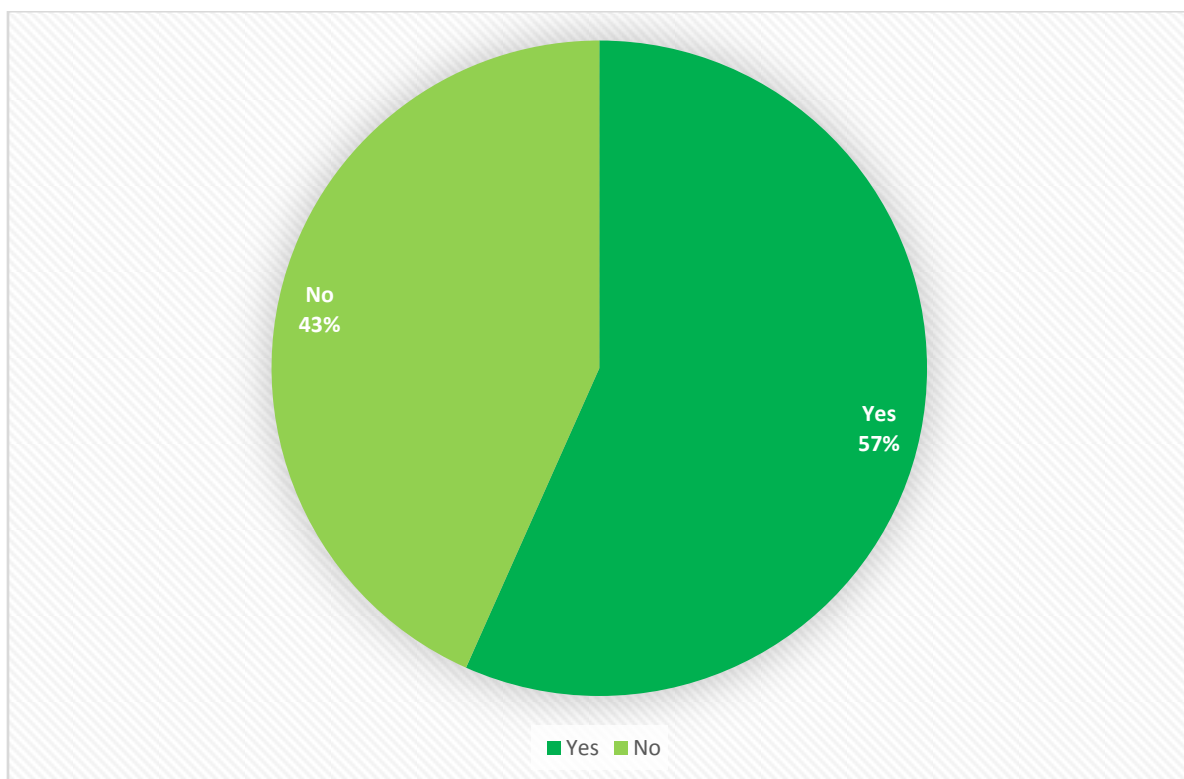
Figure 6 shows that 63 percent of teachers believe the texts in "New Prospects" are unappealing to students, while 37 percent believe the texts are attractive to some extent. For those who answered "yes" They defended their responses by claiming that the themes are difficult, boring, and uninteresting to the students. While teachers who answered "NO" ,they provided no justification .

**Q7: What topics would you like to be covered in the text book?**

Different themes were proposed by the teachers to be included in "New Prospects." These themes include technology and development, sport, religion, literature and music, issues about British and native cultural traditions and behaviors, current topics mostly related to the learners' interests.

**8.1.3. Section Three: The Cultural Components of New Prospects****Q8: How you define the word culture?**

In this question ,teachers provided a variety of definitions .We have received almost 13 responses out of 30.They claimed that culture is set of beliefs ,practices and values. They also refer it as the representation of other in terms of music, food, language and music, as identity and social background of a nation, as an aspect of life that makes one society stands out of another, as a set of social norms...

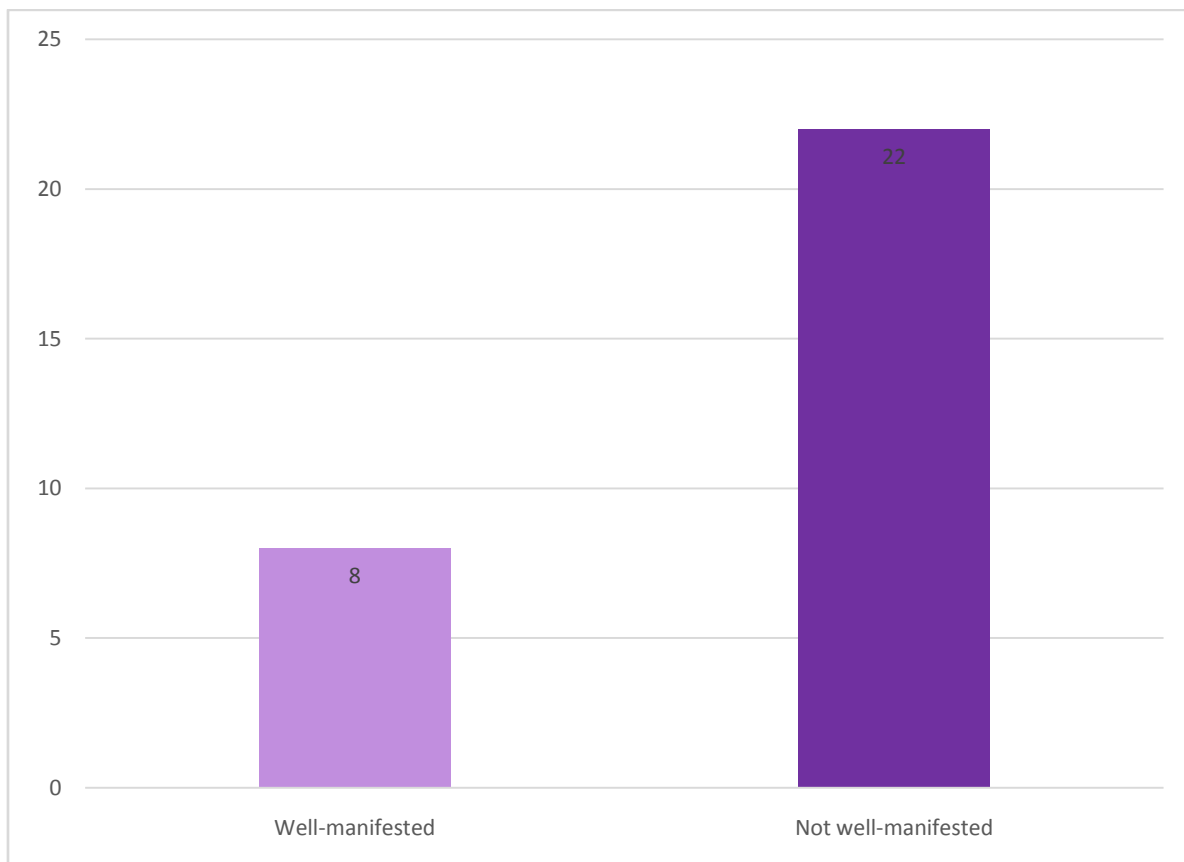
**Q9: do you think that the target culture aspects are important to mention in the text book? Justify**

**Figure 7: Importance of the target culture manifestation in the text book**

Figure 7 shows that 57 percent of respondents believe that cultural aspects of the English language are extremely essential in teaching, while 43 percent of teachers believe they are unimportant. Teachers justified their answers as follow:

- The cultural features are important to mention because they raise students' cultural awareness.
- Culture and language are extremely linked to each other.
- Teachers who said no provided no justification

**Q10: is the English culture well manifested in the new prospect**

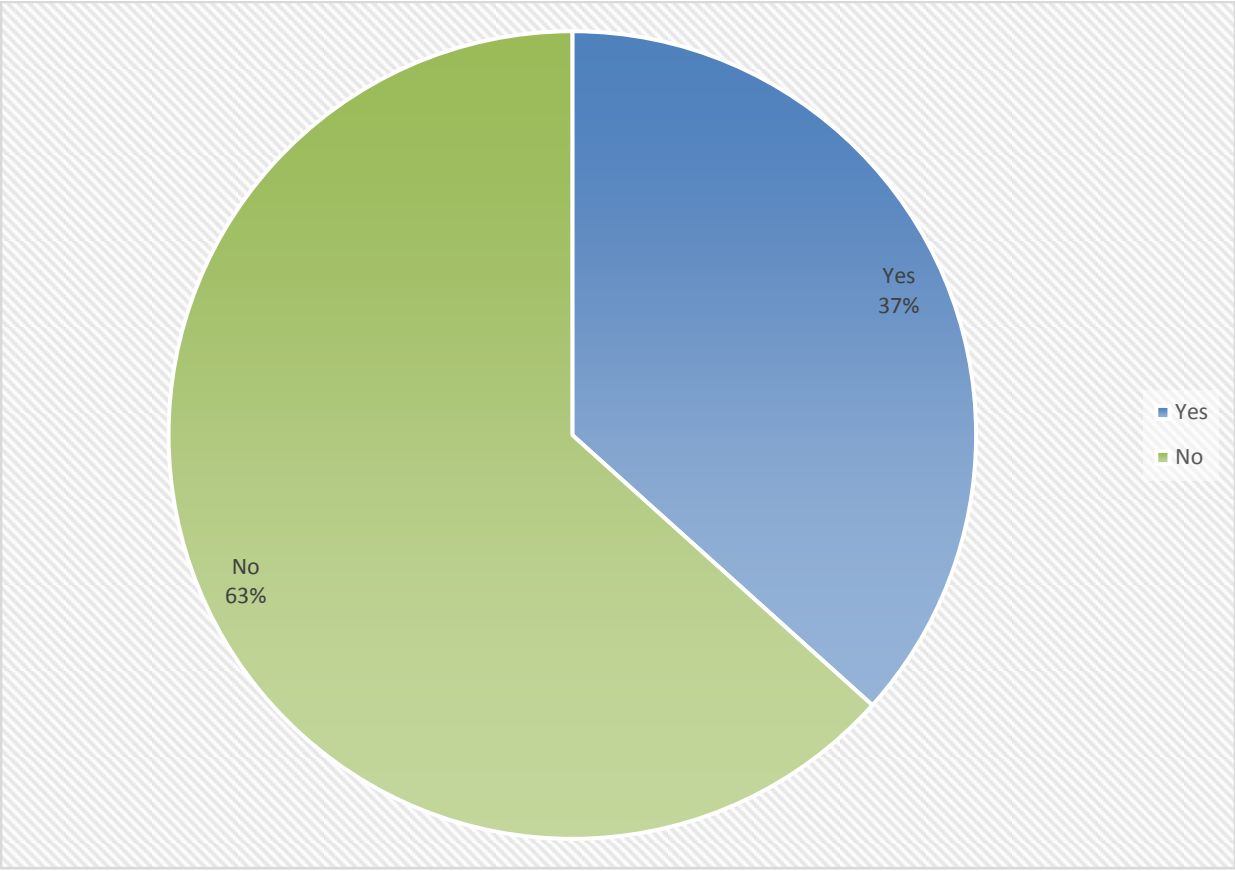


**Figure 8: Manifestation of English Culture in New Prospects**

The majority of the sample population (22) felt that the English culture is not well-treated in the textbook, as seen in the figure above. This might imply that the English culture in “New Prospects” is of a low importance. However, teachers said that culture is well covered in the textbook.



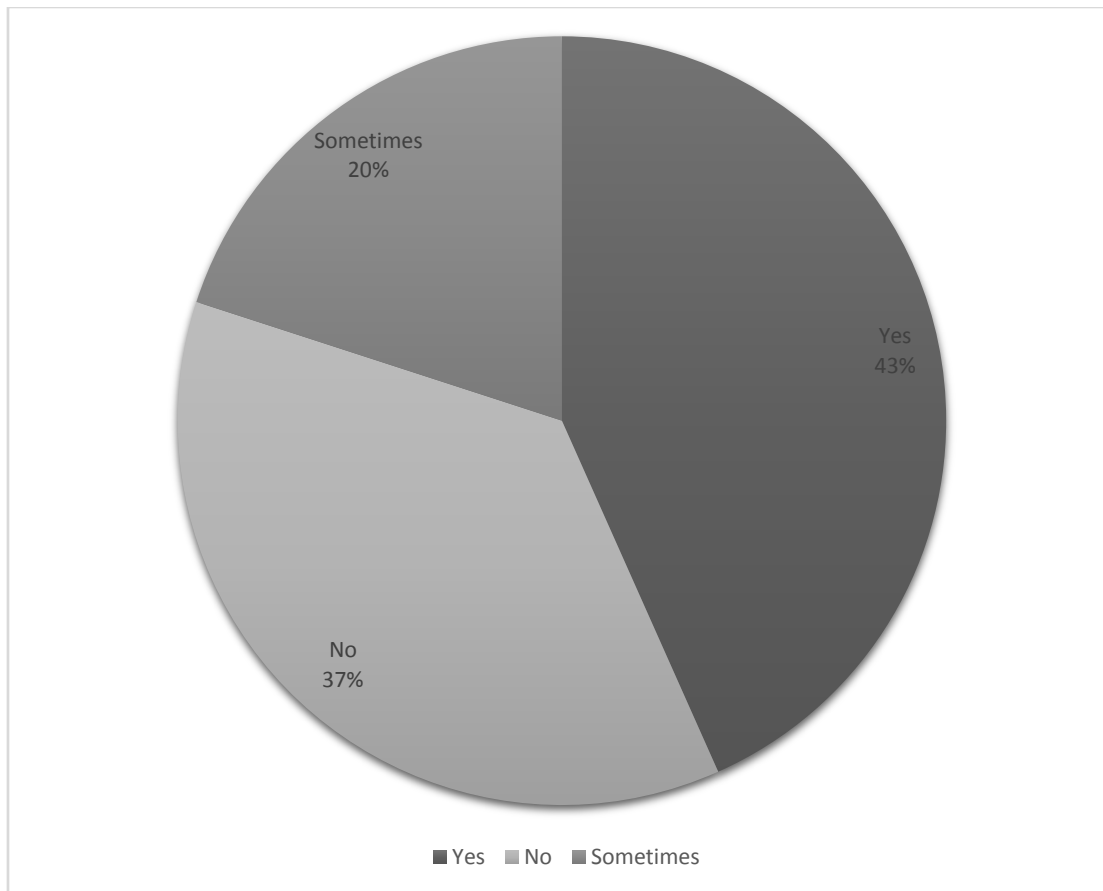
**Q11: Do you refer to cultural issues in the classroom**



**Figure 9: Culture Reference in the Classroom**

As indicated in figure 63 percent of the population responded "No," indicating that they do not discuss cultural issues during the session, whereas 37% said "Yes." This might suggest that teachers are unaware of the significance of culture.

**Q12: Do you face any challenge when you explain cultural issues in the classroom?**



**Figure 10: Challenges of Culture Reference in the Classroom**

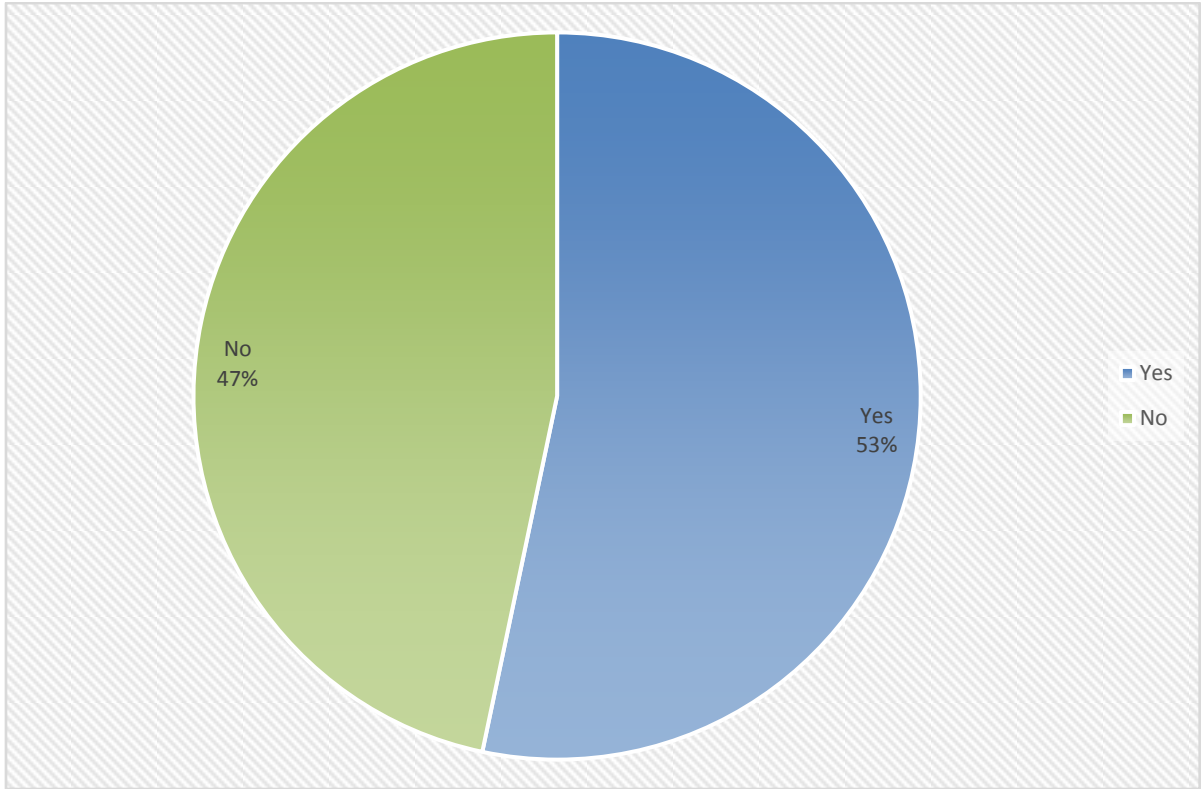
Figure 10 shows that 43 percent of teachers say they have difficulty coping with cultural issues, whereas 37 percent say they don't, and just 20 percent say sometimes. This might imply that teachers who have difficulties (sometimes, yes) when discussing cultural issues are not well prepared to teach the target culture and lack the necessary tool to do so.

**Q13: what are those challenges?**

These challenges, according to the respondents' responses, are:

- 1- The target culture is not well-understood by the teachers.
- 2- Students are unmotivated and uninterested in learning about a different culture.
- 3- There are certain issues that are quite different from our culture.
- 4- Some concepts and aspects cannot be explained out of context as students may fail to understand them.

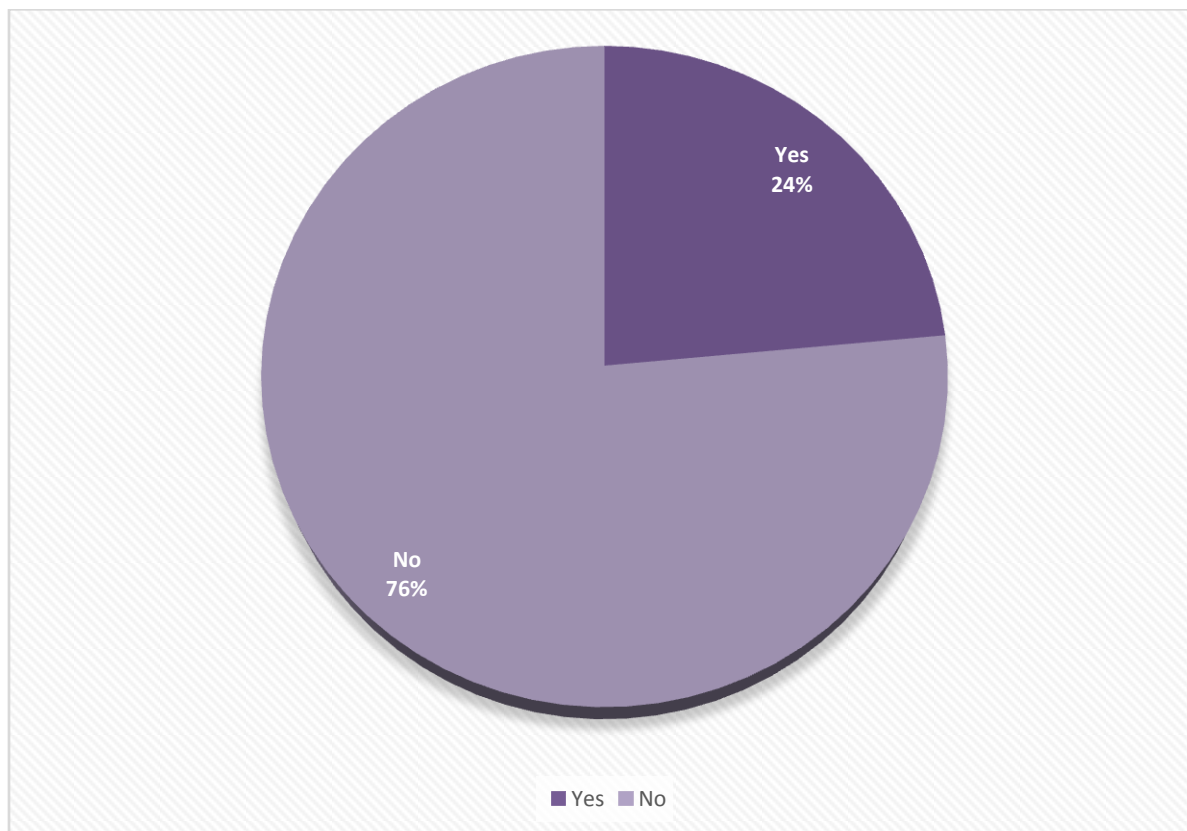
**Q14: Do think that an excessive exposure to the English culture effect learners' identity?**



**Figure 11: the Target Culture Effects on Learner’s Identity**

According to the figure above, the majority of teachers (53%) believe the target culture has an impact on the learners' native identity, whereas 47% believe it does not. The former defended their responses by claiming that learners are impacted by the target society's clothing, lifestyle, and music.

**Q15: Do you think that the new prospect text book develops learner’s intercultural awareness?**



**Figure 12: Learners’ intercultural awareness**

According to the figure above, the majority of instructors (76 percent) believe that the new prospect text book does not raise learners' cultural awareness, as it doesn't expose the learner to the target culture in sufficiently. And only 24 percent said no providing no justification

## **9. Discussion of Results**

Through the analysis of teachers’ questionnaire, we have discovered many facts about the incorporation of the target culture in the new prospect. First, most teachers' perspectives on "New Prospects" as a whole show that the portrayal of the target culture in this textbook does not truly satisfy them. They emphasize that, despite the fact that the necessity of teaching the target culture is critical; “New Prospects” does not include a greater rate of its aspects. Second, According to the respondent learners are not interested in learning the target culture in the classroom, because it is not well-manifested in the textbook. Third, Teachers' responses indicated that they recognize the significance of teaching the target culture, but that this

awareness does not transfer into actions in the classroom. To put it another way, they do not incorporate cultural content into English language teaching.

It is worth noting that the findings of the textbook evaluation and the questionnaire analysis contribute in addressing the research questions. Concerning the first question, whether the target culture is effectively represented in the third year English textbook "New Prospects," the findings show that culture is not well-manifested. In terms of the second question, the results show that the new prospect text book does not truly build and enhance learners' intercultural communicative competence. It does not pave the way for students to develop cultural knowledge and awareness, as well as to pique their interest and motivation. Based on the results, the third question can be answered by saying that the target culture is depicted mainly in unit 3 and 6, where learners are exposed to some aspect of the target culture. As a consequence, these findings validate the hypothesis that state that students' intercultural competency would improve if the third year text book include the target culture in a way that is insufficiently enough

### **9.1. Limitations of the Study**

Several problems were addressed during the conduct of this research. The first problem is the content analysis method that was used to decipher the text book content. It was extremely time consuming. The second problem is the small number of respondents to the questionnaire. Many of the secondary school teachers ignored it since it was an online questionnaire posted through several secondary school teachers' groups.

### **9.2. Recommendations and Suggestions**

The purpose of this research is to give insight on how the target culture is addressed in Algerian secondary schools, particularly in the third-year textbook "New Prospects". Therefore, a textbook analysis was used to evaluate this topic. The findings suggest that culture is not adequately addressed in the textbook "New Prospects." As a consequence, the following suggestions are proposed for considering in order to improve the quality of teaching materials for both teachers and students.

Culture should be clearly mentioned in textbooks and taught to students straight from the beginning of their language studies.

It should be a mandatory component of every language-learning program.

- 1) Culture should be given a significant amount of attention in the classroom. To put it another way, the amount of time spent to dealing with cultural material should be equivalent to the amount of time devoted to the other features of the language.
- 2) By offering knowledge about the target language's history, routines, values, and customs, the textbook should address all forms of culture in the same way.
- 3) Cultural information should be real, and issues should be current, in order to keep students engaged, interested, and culturally aware.
- 4) It is critical to teach about a foreign culture through real resources such as photos, role plays, films, and media.
- 5) In order to enhance learners' awareness of a foreign culture, culture should be integrated in textbook tasks.
- 6) It should be the responsibility of teachers to teach about the target culture.
- 7) Teachers should think of themselves as English cultural teachers, not only English language teachers.
- 8) It is preferable for teachers to broaden and develop their cultural knowledge in order to discuss cultural concerns in their classes.
- 9) Teachers should have appropriate training in the target culture in order to teach about it. This training may increase their understanding of the necessity of including cultural materials in language classes.
- 10) Teachers should be able to create culturally based activities that will help students learn more and be more motivated.
- 11) Teachers must be innovative. They should not just rely on textbooks to teach their students cultural elements of language; they should also use other own materials.

## 10. Conclusion

In sum, this chapter dealt with the analysis of the new prospect text book. It describes the text book in terms of structure and content. It highlighted the English culture placement in the text book units and the type of culture that dominates the text book content. This latter also includes a checklist and questionnaire for further evaluating the new prospect.



***GENERAL CONCLUSION***

## General Conclusion

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Researchers in the field of second language teaching argue that ESL students must be culturally competent as well as linguistically skilled. In other words, gaining cultural insights into the target culture can help learners comprehend the target culture better and become more aware of the similarities and contrasts between the native and target culture. As a result, this might indicate the necessity of including cultural material in ESL classes and textbooks. In connection to the third-year textbook "New Prospects," this study looked into how the target culture is presented and taught to students in Algerian secondary schools classrooms. Furthermore, data was gathered through performing a textbook analysis of "New Prospects."

This research paper argues that culture and language teaching are tightly connected, and that culture exposure is an excellent way to increase students' intercultural and language competence. That is to say, teaching a second language should include not just the grammar and vocabulary of the language, but also the cultural elements of the language.

Furthermore, based on the questionnaire analysis, secondary school teachers in Algeria are aware of the importance of incorporating the target culture in foreign language classrooms and its role in increasing pupils' language competence. However, due to student demotivation, they do not integrate enough cultural components during the lesson.





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A decorative banner with a central rectangular box containing the word ***APPENDICES***. The banner has a gradient from light to dark grey and features pointed ends on both sides.

***APPENDICES***

## Appendix 1

### Teachers' Questionnaire

This online questionnaire is part of the research work. it aims at finding out teachers perspective about the target culture inclusion in the third year secondary school text book New prospect.

#### Section one: Personal Information

1. Are you?

Male

Female

2. How old are you?

25-35

35- 45

More than 45

3. What is your degree?

BA

Master

Magister

4. How long have you been teaching at secondary schools?

Less than 5 years

From 5 years to 10

More than 10 years

#### Section two / the Text Book Content

5. An interesting textbook, is the one that includes

The target language structure explanation.

Pronunciation of the target language.

The four linguistic skills.

The target culture features.

6. Do the textbook texts pique the interest of students? Justify

Yes

No

7. What topics would you like to be covered in the text book?

Technology

Literature and music

Sport and social media

**Section Three:**

8. How you define the word culture?

.....

9. Do you think that the target culture aspects are important to mention in the text book? Justify

Yes

No

10. Is the English culture well manifested in the new prospect text book

Well manifested

Not well manifested

11. Do you refer to cultural issues during the course?

Yes

No

12. Do you face any challenge when you explain cultural issues in the classroom? Justify

Yes

No

.....

13. What are those challenges?

.....

14. Do you think that an excessive exposure to the English culture effects learner's cultural identity? Justify

Yes

No

.....

15. Do you think that the new prospect text book develop learners' intercultural awareness?

Yes

No

## Appendix 2

and sentence in the text. You should concentrate, instead, on recognizing **key words**, i.e. words that the writer considers to be important. Key words are often repeated in the text.

① Skim through the **introduction** and the **conclusion** of the text before you read out four to six key words.

### TEXT

Ancient Egyptian civilization rose in the Nile Valley. As in Sumer, the need for an irrigation system first led farmers to join together and cooperate. But the bonding together of men developed much further in Egypt. Sumer remained a land of small city states whereas the people of Egypt became united under the rule of a single king. **This** made of Egypt the first nation in history. (§1)

The Pharaoh's government did many important things. **It** protected the land and **its** inhabitants by organising defences to keep out the raiding war-bands **which** sometimes attacked the country from the desert. The preserving of internal peace was another of the Pharaoh's tasks. The people of a nation can only live together if the rulers make sure that the laws are obeyed. Many of the laws of the Egyptians were traditional, that is to say, **they** had grown up gradually, over the centuries. But the Pharaoh could make new laws, and did **so**, whenever he thought it necessary. (§2)

In countless ways, then, the Egyptians derived great benefits from their system of national government. But **this** was only one reason why **they** stayed a united people throughout ancient times. Another reason was **their** national pride and strong sense of belonging together. The Egyptian

felt that **they** were privileged to have been born in Egypt. All other lands, **they** thought, were cold and dark, and the people who lived in **them** more akin to animals than to human beings. (§3)

It was the Ancient Egyptians' feelings and beliefs about the Pharaoh that provided the strongest unifying force of all. In Sumer, the king of each city was thought to be the chief servant of the city's god. The Egyptian idea of kingship went further than this. They thought that their king was himself a living god, a divine ruler who had magic control over the weather and the Nile, and who alone brought safety, prosperity and happiness to the nation. The Pharaoh was revered to such a degree that his people dared not mention him by name. **They** only spoke of the palace in which **he** lived. That is why **they** called **him** Pharaoh, which means 'great house'. (§4)

When we realize how much the Pharaoh meant to the Egyptians, it is easier to understand how the pyramids came to be built. Since **he** was a god, **he** could not be allowed to die. It was believed that **his** spirit would survive only if his body were preserved, together with everything that was needed for its future well-being. The pyramids, therefore, were designed as eternal dwelling places for the god-kings from where the dead Pharaohs would continue **their** magic work for their 'beloved land'. (§5)

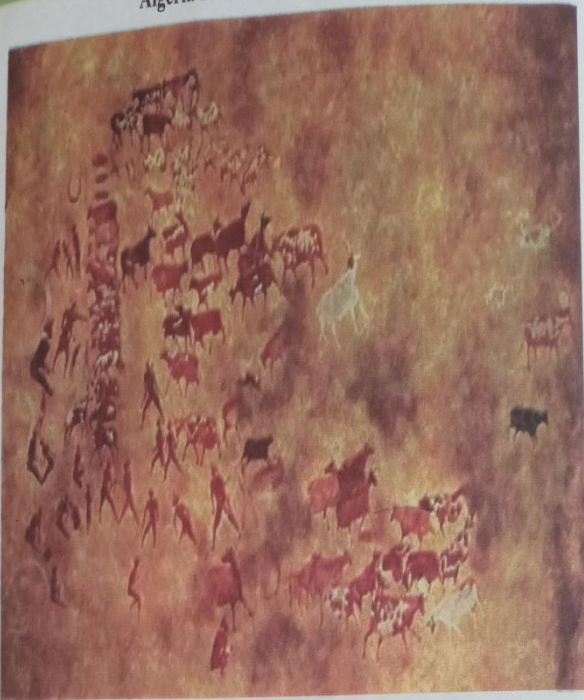
The effort and resources needed to build pyramids were so great that from the 25th century B.C onwards, they had to become smaller and smaller. The later Pharaohs were buried, not in pyramids, but in rock tombs. Yet the contents of the tombs remained as extravagant as before. When Howard Carter discovered the tomb of Tutankhamun in 1922 it proved to contain the most incredible burial treasure ever found. With all this treasure going into the ground instead of being invested, it was no surprise that eventually the Pharaohs proved to be the major cause behind the decline and fall of ancient Egyptian economy, and therefore of its civilization. (§6)

(From Victor Skipp, *Out of the Ancient World*, Penguin, p. 61.)



## Appendix 3

### Algeria at the Crossroads of Civilizations



No country in North Africa has as much access to the Mediterranean and the Sahara as Algeria. Its privileged geographic position has made it open to many of the ancient civilizations that flourished in the Mediterranean Basin and to those that prospered in Africa south of the Sahara. Today few countries in the region can boast of as many World Heritage Sites as our country. Tipaza, Djemila, Tassili n' Ajjer, Timgad, the M'Zab Valley, The Qalaa of the Banu Hammad, and the Casbah of Algiers are standing witnesses both to its civilizational genius and to its enriching contacts with other civilizations. (§1)

Of all the sites of Southern Algeria, the Tassili n' Ajjer has the most prestige. It has more rock paintings and engravings than any other prehistoric Saharan sites, and it contains the most beautiful remains of the prehistoric civilizations of the Sahara. These rock paintings, engravings and remains have yielded as much information as we need in order for us to have a clear picture of what life used to be like in the Sahara in prehistoric times. They show clearly that the Algerian Sahara was one of the cradles of civilization. The Tassili n' Ajjer seems to have had as few exchanges with the Phoenician and Roman civilizations as the other Saharan sites of our country. Archaeologists are still undecided about which of these Saharan sites contains the

/,meditə'reɪniən/

/,sɪvələ'zeɪjnz/

'herɪtɪdʒ/

'dʒɪ:nɪəs/

/saɪts/

'pres'ti:ʒ/

/'prɪ:'hɪstɒrɪk/

/'ɪnfə'meɪʃn/

/'kreɪdlz/

/sə'hɑ:rən/

fewest traces of these ancient civilizations. Yet the traces that have already been uncovered in the Tassili n' Ajjer speak eloquently of the fruitful contact of the Phoenician and Roman civilizations with that of the Sahara. (§2)

In the northern part of Algeria, the Casbah of Algiers undoubtedly holds the most important position among the historic sites. Its history is closely linked with the history of the city of Algiers. Algiers was built during multiple conquests, and layers of well-refined cultures can be found in its architecture and social character. There is little knowledge about its earliest times when it was founded by the Phoenicians as one of their trading posts. It was known to the Carthaginians and to the Romans as Icosium. The Vandals destroyed Icosium in the 5th century A.D. Five centuries later, Emir Bulughin rebuilt the town into an important Mediterranean trading port called *al-Jaza'ir*. Until then, Algiers had less influence on international commerce than the other Algerian maritime cities because it had fewer natural harbours. Therefore, despite the fact that it was considered a trading post by both the Romans and Phoenicians, only the least amount of merchandise transited through it. (§3)

After the Turkish Baba Aruj brothers had gained control of the city in 1516, Algiers thrived as a relatively independent city under the nominal control of the Ottoman Empire. Later, the Ottomans transformed the architectural character of the city by constructing mosques and palaces similar to those in Asia Minor and erecting the famous white-washed military fortification known as the Casbah. In spite of the fact that the Casbah underwent some changes during the French colonial rule, it still remains the throbbing cultural heart of the city of Algiers. (§4)

(Adapted from *Africana: The Encyclopedia of African and African American*

*Experience*, p.69)

Around the text

Grammar Explorer I

'eɪnʃənt/

/'n'kævəd/

/'rəʊmən/

/'nɔ:ðən/

/'pə:zɪjʃn/

/'hɪstrɪ/

/'kʌltʃəz/

/'kærəktə/

/'nɒlɪdʒ/

/'kɑ:θə'dʒɪniənz/

/'sentʃərɪz/

/'ɪntə'næʃnəl/

/'hɑ:bəz/

/'mɜ:tʃəndaɪz/

/'tɜ:kɪʃ/

/'empaɪəl/

/'ɑ:kɪ'tektʃəl/

/'pælɪsɪz/

/'eɪʃə maɪnəl/

/'θrɒbɪŋ/

## Appendix 4

### Listening Scripts

#### Unit 1, Script 1: Listen and consider

##### First part of the radio interview

*Dr. Victor Skipp, a historian, is answering questions about ancient civilizations during a radio broadcast.*

**Radio interviewer:** I'll start with a tricky question, if you don't mind. How many civilizations has the world known so far?

**Dr. Skipp:** Well, historians don't agree on the exact number. According to some of them, there have been 26 or 27 civilizations on the whole.

**Radio interviewer:** And which one is the world's earliest civilization?

**Dr. Skipp:** The world's earliest civilization is probably the Sumerian civilization. It flourished on the banks of the Tigris and Euphrates rivers in Mesopotamia (present-day Iraq) about 5,500 years ago. As for the Egyptian civilization, it emerged about 5,000 years ago. It was based along the Nile Valley. Then came the Indus Valley civilization about 4,500 years ago, and the Chinese civilization along the lower valley of the Yellow River about 4,200 years ago.

**Radio interviewer:** What about what is known as Ancient Greek civilization?

**Dr. Skipp:** Well, Ancient Greek civilization started in the Island of Crete some 4,000 years ago and then spread to mainland Greece where it flourished until approximately 150 B.C.

**Radio interviewer:** This was when the Romans took over, I suppose.

**Dr. Skipp:** Right you are!

**Radio interviewer:** Now, what about the New World? Did any civilization emerge there?

**Dr. Skipp:** Yes, of course. For instance, the Olmec civilization emerged in Central America; and so did the Chavin Civilization about 2,800 years ago, in Peru. That was much earlier than than the Maya, the Aztec and the Inca ones.

**العنوان:** مظاهر الثقافة الإنجليزية في الكتب المدرسية الثانوية الجزائرية

**نموذج الدراسة:** الكتاب المدرسي للسنة الثالثة ثانوي

**الملخص:** تحاول هذه الدراسة فحص محتوى الكتاب المدرسي للسنة الثالثة "آفاق جديدة" في الثانوية الجزائرية. هدفها هو النظر في العناصر الثقافية الإنجليزية في الكتاب المدرسي للتحقق مما إذا كان الطلاب معرضين للثقافة المستهدفة. علاوة على ذلك ينظر البحث في كيفية تصوير الثقافة في محتوى "آفاق جديدة"، وكيف يتم تمييزها، وما إذا كان هذا الكتاب المدرسي يساعد الطلاب على أن يصبحوا أكثر وعياً بالثقافة المستهدفة أم لا. كما يهدف إلى معرفة ما إذا كان المحتوى كافياً لتطوير كفاءة المتعلمين بين الثقافات نحو تعلم ثقافة أجنبية وتجاه الناس من الثقافة المستهدفة بطريقة تعزز المواقف الإيجابية مثل التسامح والتقدير والتعاطف والمرونة. للإجابة على أسئلة البحث، يتم إجراء تقييم الكتاب المدرسي.

**الكلمات المفتاحية:** الكتاب المدرسي، العناصر الثقافية الإنجليزية، كفاءة المتعلمين، الثقافة المستهدفة.

**Titre :** Manifestation de la culture anglaise en Algérie manuels scolaires du secondaire.

**(Étude de cas :** Le livre scolaire de la troisième année secondaire)

**Résumé :** Cette étude tente d'examiner le contenu du manuel de troisième année « Nouvelles perspectives » dans les lycées algériens. Son objectif est d'examiner les éléments culturels anglais du manuel pour vérifier si les élèves sont exposés à la culture cible. En outre, la recherche examine comment la culture est dépeinte dans le contenu de « Nouvelles perspectives », comment elle est caractérisée et si ce manuel aide ou non les élèves à prendre davantage conscience de la culture ciblent. Il vise également à voir si le contenu est suffisant pour développer la compétence interculturelle des apprenants envers l'apprentissage d'une culture étrangère et envers les personnes de la culture cible de manière à renforcer les attitudes positives telles que la tolérance, l'appréciation, l'empathie et la flexibilité. Afin de répondre aux questions de recherche, une évaluation des manuels est effectuée.

**Mots-clés:** manuel, les éléments culturels anglais, la compétence interculturelle, la culture ciblent.