Examining the Integration of Foreign Culture in Algerian Textbooks to Foster a Cross-Cultural Mindset among Learners
Case Study: Third Year Secondary School Textbook "New Prospects"

A dissertation submitted to the department of English for the requirement of a Master degree in Didactics

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$\mathcal{D}$edication

This work is dedicated to my mother Houria who has supported me during my entire life,

your sacrifices can not be paid off, you went through a lot to get me to this position.

To my siblings who had helped me and appreciated me and were making up for the

absence of my father.

This work is dedicated to my deceased father and I want to tell him that your little boy has

made it.

To all my friends especially Ali, Madjid and Abdennour, to all my colleagues and faculty

teachers, i thank you all. And to everyone who loves me.

Salim Simani

This research work is dedicated to my mother Kheira and my father Abdullah, whose

unending

support and love had been the light in the darkness. Your guidance has been truly the pillar to

my journey.

To my sister and her sweet children, your love has been a source of encouragement along this

research endeavor.

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by with great ease.

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Acknowledgements

Abstract

This study investigates the integration of cultural themes within the Algerian Ministry of Education's 2006 third-year secondary school English textbook and assesses the awareness and responsiveness of secondary school English teachers and inspectors in Tissemsilt and Tiaret districts. With a focus on the role of cross-cultural competence in language acquisition, the research evaluates how effectively these themes enhance the development of communicative skills among learners. Employing a triangulated methodology involving content analysis of the textbook, interviews with inspectors, and questionnaires distributed to 14 secondary school English teachers, the study reveals varying levels of cultural awareness among educators and identifies strengths and weaknesses in the current textbook's approach to promoting cultural understanding. Findings underscore the need for improvements in integrating cultural themes in English language teaching, advocating for teacher professional development programs and the incorporation of diverse cultural content in educational materials. This research contributes to enhancing teaching English as a foreign language in Algeria by emphasizing the critical importance of cross-cultural competence in language education.

Keywords: cultural themes, cross-cultural competence, language acquisition, English language teaching, secondary school

List of Acronyms

CBA: Competency Based Approach

CLT: Communicative Language Teaching

DMIS: Developmental Model of Intercultural Sensitivity

EFL: English as a Foreign Language

GTM: Grammar Translation Method

ICC: Intercultural Communicative Competence

TEFL: Teaching English as a Foreign Language

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General Introduction

General Introduction

In the dynamic field of teaching English as a foreign language (TEFL), cultural competence has emerged as an indispensable component alongside traditional language skills. Tomalin (2008) notably classified culture as a fifth skill that is essential for language mastery, underscoring its profound influence on individual development and societal identity. This perspective is particularly pertinent in Algeria, where the introduction of English education in 1969 marked a transformative shift in language learning paradigms, further it was solidified by its recent expansion into primary schools in 2023. This expansion not only reflected Algeria's recognition of English as a global lingua franca but also emphasized the integral role of cultural understanding in effective language acquisition.

This study investigates the integration of cultural themes within the Algerian Ministry of Education 2006 third-year secondary school English textbook, with a specific focus on educational practices in districts such as Tissemsilt and Tiaret. Employing a comprehensive research methodology through including content analysis, interviews with educational inspectors, and questionnaire distributed to secondary school teachers of English , the study aims to evaluate how these cultural elements are incorporated to enhance students' communicative skills and foster cultural awareness. Thus, this research was founded on this basis:

Research questions

1. How is culture implemented within the syllabus? Implicit or explicit.

2.Are there any cultural sensitivities that need to be addressed when integrating foreign culture in Algerian textbooks?

3. How do teachers perceive the idea of using foreign culture to enhance EFL learners' abilities?

4. What strategies can be used to promote a cross-cultural mindset?

Hypotheses

1. Implementation within the syllabus is predominantly explicit, aiming to directly incorporate cultural elements to enhance students' awareness and understanding.

2. There are significant cultural sensitivities that must be carefully addressed when integrating foreign culture in Algerian textbooks, particularly regarding religious, historical, and societal differences.

3. Teachers generally perceive using foreign culture positively to enhance learners' English as a Foreign Language (EFL) ability, viewing it as enriching students' language proficiency and cultural competence.

4. Strategies such as cultural exchange programs, interactive classroom activities focused on cultural diversity, and teacher training on cross-cultural communication would effectively promote a cross-cultural mindset among learners.

To investigate the issue raised, a critical review of existing literature underpins this investigation, exploring the theoretical foundations and practical implications of integrating cultural competence in TEFL. It examines various teaching methodologies that leverage cultural themes to enrich language learning experiences, ranging from explicit cultural instruction to implicit cultural exposure within language curricula. Additionally, the chapter investigates models of cultural awareness proposed by leading linguists, providing a theoretical framework for understanding the pedagogical significance of cultural content in language education. Moving beyond theoretical frameworks, focuses on a detailed analysis of the *'New Prospects'* textbook used in third-year secondary education across Algeria. This analysis critically evaluates selected units within the textbook, assessing how effectively they promote cultural awareness and understanding among students. Specific attention is given to the portrayal of English culture and its impact on students' English as a foreign language (EFL) proficiency. Insights gathered from teacher questionnaire and an interview with an

inspector offers valuable perspectives on the implementation and perceived effectiveness of cultural content in enhancing language learning outcomes.

Chapter One

Literature Review

1.1. Introduction

Tomalin (2008) considered culture as the fifth skill in addition to the four main ones therefore, teaching culture became a necessity to master a language. Culture represents the image of different themes that shape individuals, it is the society identification card. In the TEFL context, culture is implemented in educational materials, whether explicitly or implicitly, so that learners develop their cultural awareness and communicative competence in their environment or elsewhere. English was introduced in Algeria in 1969, and it went through various changes that targeted educational materials and teaching methods. In 2023, the ministry of education decided to implement English in primary schools. This implementation showcases the importance of English not only in Algeria but worldwide. Since mastering a language extends beyond the mastery of grammar and vocabulary, it is deeply linked to culture. This mastery is achieved through developing a cross-cultural mindset and cultural competence for teachers. This chapter will give a general definition of every aspect related to culture in the TEFL context by definingm culture as a notion in relation to previous recent literature. also this chapter aims at defining different teaching methods that use cultural themes as a mean of developing language mastery, it also discusses the differences between various types of culture. Finally, it sheds light on models of cultural awareness developed by known linguists.

1.2. Methods of Teaching Culture

English as a language of the world has become an important standard in different fields. From the eyes of various standpoints, this importance is the result of historical events when there were colonies subjected to de-culturalization. This latter led to English becoming a global language spoken in many countries, even making it a second language. Its importance urged educational systems around the world to include it in their curricula as a main course pupils and students need to learn. In the midst of this atmosphere, teaching

English developed layers of theories and approaches by many known linguists, proficiency tests and certificates administered by both local native speaking schools and universities. Teaching English as a foreign or second language encompasses many theories and methodologies as shown in the figure below:

Figure 1

Timeline of Teaching Methods

Taken from https://blog.tjtaylor.net/teaching-methods/
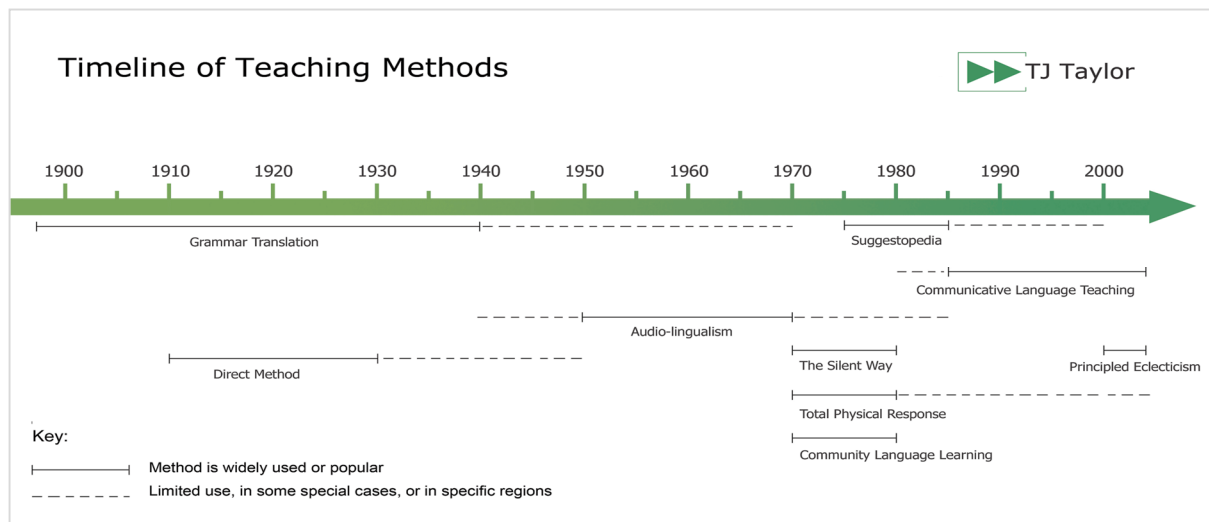
1.2.1. Grammar Translation Method

The grammar translation method was initially introduced as the classical method because it was used in teaching classical languages as Greek and Latin. This method dominated foreign language teaching in many countries since the 1840s. This method was used to help learners appreciate foreign language literature, and nurture their intellectuality its focus on teacher centeredness, translation of literary texts, and grammatical rules led to its criticism. However, it is important to note that it is still widely used in different parts of the world due to its simplicity and minimum requirements. In this setting, Miliani said:

Practice shows that traditional methods continue to prevail despite the progress achieved in methodology. It seems, therefore, that the

methodological routine continue more than ever as it is subject to a superficial coating of new labels whose philosophies are only rarely internalized by teachers. (Miliani, 1998, p. 14.1)

Grammar translation method had a very limited connection to culture due to its focus on grammar and translation of literary texts. The latter might be that limited exposure to the target culture, despite the relation being minimal, linguists think that the emphasis of GTM on classical languages made learners indirectly exposed to cultural values of the target language.

1.2.2. Direct Method

Introduced in the 19th century as a replacement for the grammar-translation method, the direct method focuses on using the target language for learning and instruction, emphasizing immersion and realia. Gouin states, "In the Direct Method, the language is not taught by means of grammar, but rather the grammar by means of the language." German researcher F. Franke believes language is best taught actively. Mani (2016) refers to this as the natural method, and Tracy Terrell and Stephen Krashen highlighted it in their book "A New Philosophy of Language Teaching." Ali (2020) noted the direct method's focus on developing oral, speaking, and listening skills, while Mahmud and Ulya (2021) emphasized its enhancement of speaking and reading skills through vocabulary development. Krashen (1982) supports this approach, noting its effectiveness in promoting natural language acquisition and cultural awareness.

1.2.3. Intercultural Communicative Competence (ICC)

Intercultural communicative competence as defined by Byram (1997) is the being able to communicate effectively with individuals from other cultures using the intercultural knowledge, skills, and attitudes. ICC is considered as framework rather than a method due its aim of equipping learners with intercultural communications skills, it emerged in the 1970s

when scholars such as Michael Byram, Edward T. Hall, and Geert Hofstede set models and frameworks for cross-cultural communication and language learning. ICC is "the knowledge, motivation, and skills to interact effectively and appropriately with members of different cultures" (Wiseman, 2002, cited in Mirzaei and Forouzandeh, 2013, p. 303). Jokikokko defines ICC as an ethical approach that effectively reveals such fundamentally acceptable lifestyles of thinking and behaving (2005, as cited in Akyıldız, Çelik, Ahmed, 2021) . Byram (1997) has set a model of ICC so that learners become intercultural speakers, the model focuses on 5 components that are:

- Knowledge *(savoirs)*

- Attitudes *(savoir être)*

- Interpreting and relating (*savoir comprendre*)

- Education *(savoir s'engager)*

- Discovery and interaction *(savoir apprendre et faire)*

Figure 2

Model of Intercultural Communicative Competence
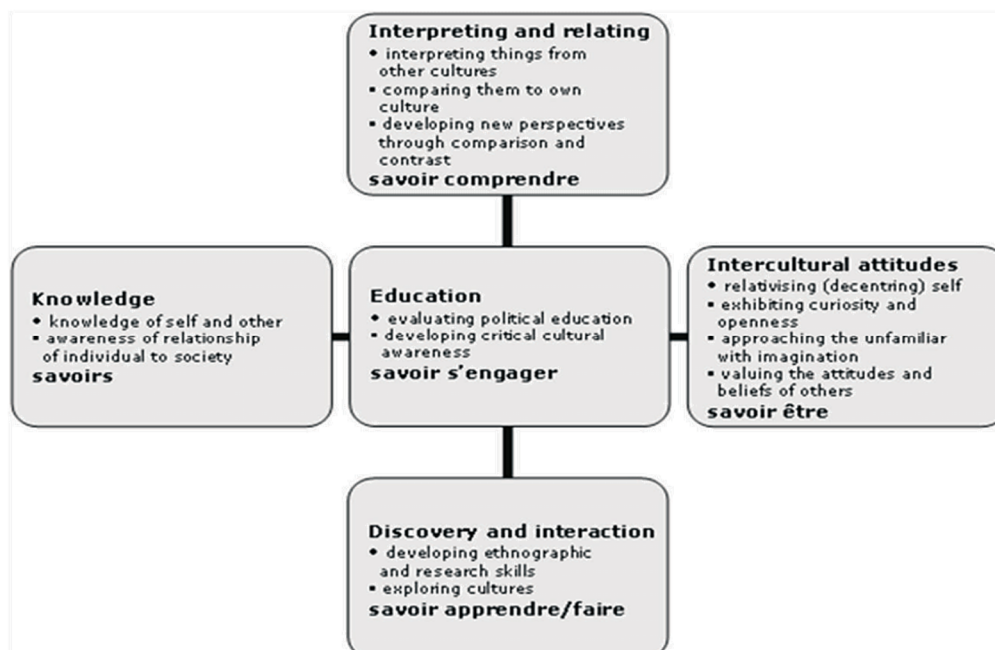
(Byram, 1997)

1.2.4. Communicative Language Teaching (CLT)

Appeared in the 1960s and early 1970s in Britain as a result of teaching and learning development. This approach came to defy previous approaches like GTM and the audio-lingual method; CLT saw language as a means of interaction and communication; Brown (2000) explained this by saying that the 1970s was an innovative period for language teaching. This shift towards experimental techniques was the result of discontent with traditional methods like GTM or ALM and the emergence of communicative competence, which emphasized the effective use of language. In the communicative competence introduced by Dell Hymes, he argued that linguistic competence is not sufficient for effective communication; he said that the social context and some cultural norms are needed, along with a good relationship between the speaker and listener. Freeman & Anderson (2011) stated that language was learned by students; however, its use in a real-world context was missing. Canale (1983, as cited in Sreehari, 2012) defined CLT as "the underlying systems of knowledge and skill required for communication" (p. 88). Savignon (1991) stated that CLT is a derivative of a multidisciplinary perspective that is based on Linguistics, Psychology, Philosophy, and Sociology. Dell Hymes went along to construct a model of CLT since effective communication requires more than knowing the grammatical rules of a language. Dell Hymes's model includes four main components for how to use a language in social contexts. Firstly, grammatical or linguistic competence, which means the total knowledge of language rules, vocabulary, and pronunciation, Secondly, socio-linguistic competence is the ability to use and respond to the language appropriately in any given situation or setting and the relationship between people communicating. Next is strategic competence, focusing on the suitable employment of communicative strategies, i.e., recognizing mistakes or breakdowns and correcting them using strategies to preserve communication. In 1983, Canale added discourse competence as the fourth component, which highlighted cohesion and coherence.

1.2.5. Competency Based Approach (CBA)

This philosophy of teaching was initially developed for US industry use. Then, it was applied in the educational field so that learners acquire skills and perform effectively in real-life situations. In the 20th century, the foundations of CBA were laid with behaviorism

becoming prominent, and with industry growth, there was a need for particular skill development to align with profession demands, as stated by Richards and Rodgers (2001): Competencies consist of a description of the essential skills, knowledge, attitudes, and behaviors required for effective performance of a real-world task or activity. These activities may be related to any domain of life, though they have typically been linked to the field of work and to social survival in a new environment. For example, areas for which competencies have been developed in a vocationally oriented ESL curriculum for immigrants and refugees include task performance, safety, general word-related work schedules, time sheets, paychecks, social language, job applications, and job interviews (p. 144).

CBA was applied to enhance learners' skills and get them ready for future professions, although at first CBA was implemented to teach English to non-native emigrants who came to the US to help them adapt and communicate at work. According to Rambe (2013, as cited in Bellour, 2017), "In 1986, CBLT was used as an approach in teaching refugees in the US who wished to receive federal assistance for achieving language useful in daily life and work-related settings" (p. 43). Despite the fact that the main focus of CBA is teaching specific skills, cultural competence and communicative competence can be included as skills to develop. From the point of view of Luisa and Canado (2013), the "ultimate aim of the competency-based model is thus to form flexible and adaptable professionals who can apply competencies to the varied, unforeseeable, and complex situations they will encounter throughout their personal, social, and professional lives... and who can thus become active and useful citizens in our democratic society (p. 3).

1.3. Introduction into Culture

the main aspect of any language teaching is the ability to transmit culture, to learn a language is to live the culture. Risager (2006, p. 9) states that "language teaching must inevitably be accompanied by teaching about cultural phenomena." Cultural aspects can't be

separated from language teaching. Mitchell and Myles (2004, p. 235) argue that "language and culture are not separate, but are acquired together, with each providing support for the development of the other." (Cited in Chudhury, 2013), also Bennett et al.'s (2003, p. 237) stated that "the person who learns language without learning culture risks becoming a fluent fool." (Cited in Chudhury, 2013). This shows that the importance culture yields in language teaching. its integration helps learners acknowledge elements and skills needed in real life situations. This is achieved through CBA which main focus is emphasizing functions and practical skills so that learners become competent in using language beyond the classroom setting as stated in (Warda, 17-01-2011). In addition, cultural integration in language teaching is fostering the sense of awareness and appreciation towards the undiscovered. As shown in Byram's (1997) model of intercultural communication, learners were encouraged to find relations between different cultures through the observation of similarities and differences among them. It showcases the ideal learning experience by exposing them to real world language use, regional accents, mother cultures and sub ones, and colloquial expressions often deleted from textbooks and used in daily conversations.

1.4. Culture as a Notion

Smalley (1972, p. 39) emphasizes that culture is a "blueprint" guiding community behavior, originating from family life. It dictates group behavior, sensitivity to status, and expectations. Culture defines individual limits and responsibilities to the group. According to Taylor (1981), culture is exclusively human. The term originates from the Latin word "Cultura," initially used in agriculture during the 15th century, evolving into humanity's identity. Anthropologists and sociologists have refined its definition to include behaviors, norms, values, beliefs, traditions, and language. Samovar et al. (2000, p. 36) describe culture as a collective deposit of knowledge, beliefs, values, actions, attitudes, meanings, hierarchies, religion, time concepts, roles, spatial relations, universe concepts, and artifacts acquired over

generations. Kramsch (1998, p. 4) defines culture as nurtured and developed. Culture shapes identity and reflects social status. Differences in religion, language, and gender can elevate or diminish cultures, leading to hierarchies. Geertz (1975) views culture as historically transmitted meanings through symbols, facilitating communication and development of knowledge. Byram (1989) underscores culture's role in interpreting the world, self-expression, and interpersonal relationships

.1.5. Conceptualizing Culture through Different Views

Culture is viewed from many perspectives, in the 1950s, Alfred Kroeber and Clyde Kluckhohn (1954, as cited in Seelye, 1993, p. 15), were able to gather close to 300 meanings of the term culture through diverse studies. They put that work in a book entitled "Culture: A Critical Review of Concepts and Definitions".

1.5.1. Emic vs Etic

Originally developed by linguist and anthropologist Kenneth L. Pike during the 1950s, he used these two terms to identify differences between two approaches to study language and culture by creating a framework to use in cross-cultural studies in order to analyze cultural phenomena from an EMIC (insider) view and an ETIC (outsider) view. Kenneth defined emic as, "a physical or mental item or system treated by insiders as relevant to their system behavior and as the same emic unit in spite of etic variability" (p28). Kenneth highlighted EMIC since understanding a culture from the inside showed more efficiency in studies, as stated in his book *"Language in Relation to A Unified Theory of The Structure of Human Behavior"*, where he set units for EMIC culture (insider's view and abstract concepts). These units, when worked with, ethnocentrism is avoided and will advantage of a deeper understanding of the culture. ETIC is characterized by objectivity and a scientific comparative framework, Pike (1976) described the latter when differentiating between both internal and external view by saying that analyses from an ETIC point of view are alien in

view with criteria external to the system, and EMIC analyses offer internal view, with criteria chosen from within the environment. Pike claimed that ETIC approach is valuable for distinguishing cultural differences and similarities that might be overlooked from an EMIC standpoint. EMIC since understanding a culture from the inside showed more efficiency in studies, as stated in his book *"Language in Relation to A Unified Theory of The Structure of Human Behavior"*, where he set units for EMIC culture (insider's view and abstract concepts). These units, when worked with, ethnocentrism is avoided and will advantage of a deeper understanding of the culture. ETIC is characterized by objectivity and a scientific comparative framework, Pike (1976) described the latter when differentiating between both internal and external view by saying that analyses from an ETIC point of view are alien in view with criteria external to the system, and EMIC analyses offer internal view, with criteria chosen from within the environment. Pike claimed that ETIC approach is valuable for distinguishing cultural differences and similarities that might be overlooked from an EMIC standpoint.

1.5.2. Functional vs Interpretive

Functional culture represents the apparatus that helps an organization meet its objectives and adapt to its environment, similar to the functionalist view in sociology, which views organizations and their cultural range as a device to ensure stability and effectiveness in a social system. According to Tierney (1987), first, culture gives organizational members an identity. Second, culture outlines behavior; organizational members act according to cultural parameters. Third, culture increases organizational steadiness and effectiveness. The functional perspective draws attention to how cultural practices and beliefs ensure stability, order, and the existence of an organization. Bronislaw Malinowski defined functional culture as "an organization of a people's activities and thoughts with reference to their needs and satisfactions." (Bronislaw, 1922). In other works, Malinowski called culture "adhesive," i.e.,

the glue that binds a society together. In contrast to the functional perspective, which views culture as something an organization possesses, the interpretive perspective sees culture subjectively. In Linda Smircich's view, culture is something an organization "is. Interpretivists see culture as a bottom-up process that emerged from shared meanings and diverse interpretations and that shapes individuals' vision and experience. A similar point is stated by Clifford Geertz in a collection of twelve essays published during 1972 and 1975, all collected in a book entitled "The Interpretation of Cultures," where he emphasized the necessity of understanding cultural practices within their contexts and from the perspective of people affiliated with those diverse practices. Geertz states that:

> Believing, with Max Weber, that man is an animal suspended in webs of significance he himself has spun, I take culture to be those webs, and the analysis of it to be therefore not an experimental science in search of law but an interpretive one in search of meaning. (Geertz, 1973, p. 5)

Geertzs' view, as seen in the above-mentioned quote, is that culture is not a set of fundamentals, practices, or paradigms that guide an organization, which is the scope of functional culture. Interpretive culture is the representation of different meanings and symbols constructed by humans, as Max Weber considered humans as meaning-making £creatures. Linda Smircich argued that culture should not be considered as a binding force. Rather, culture acts like a *"root metaphor,"* which is the essential role culture plays in shaping worldviews and how people interpret and perceive reality. To sum up the key differences between functional and interpretive culture, the first focuses on the practical use of culture to ensure societal stability, while the second revolves around the symbolic meaning of culture and how it shapes people's worldviews.

1.5.3. Big Culture vs Small Culture

In Peterson's (2004) view, culture is ranked into two levels, one of them being big culture, or objective culture, which covers broader views and widely joint behaviors, beliefs, and values. Jing (2010) refers to big culture as macro-level culture and states that any culture that contributes to a society is considered macro-level culture. Big cultural themes are associated with countries, religions, and history. In the context of education, Damen (1987) spoke about six characteristics of culture; one of the six is that culture is learned. Merrouche (2006) detailed Damen's point by saying that Big culture needs to be taught so learners recognize macro-level events. Laohawiriyanon (2012) declares that "Big culture is the culture that represents a set of facts and statistics relating to the arts, history, geography, business, education, festivals, and customs of the target speech community" (P. 85). In view of the fact that big culture represents major cultural themes such as arts and history, as stated by Laohawiriyanon (2011), beliefs, behaviors, morals, and other micro-level cultural themes that are shared among a community are referred to as small C. Laohawiriyanon (2011) defines small C as the cultural theme that represents the daily aspects of life. Small C deals with quotidian interactions and experiences lived by individuals. The distinction between big culture and small C is noticeable at the level of the cultural themes they deal with; while big culture deals with major themes, small C focuses on the local perspective, for example, family and household traditions or practices, hobbies, and interests. The difference is also seen in the way big culture is learned consciously, whereas small C is unconsciously shared and informally learned. This unstructured learning is due to the difficulty of cultural themes that are shared. Tomalin and Stempleski (1993, p. 7) explained the last point by saying, "Small c culture, or culture BBV (beliefs, behavior, and values), is more difficult to teach as it is more difficult to perceive." In addition to that idea, Kramsch (1998) finds that studying

solely big culture content is insufficient to develop intercultural competence; therefore, small C hidden themes are required.

1.5.4. Visible Culture vs Invisible Culture

Peterson (2004) spoke about the iceberg concept, which is used to define the notion of culture. The iceberg model developed by Edward T. Hall represents two sides of cultural themes, i.e., visible or above-water culture and submerged culture. Edward blatantly spoke about this concept in his 1976 book Beyond Culture; its purpose was to illustrate that culture has visible and invisible components. He also highlighted that the least noticeable components are usually the most important. Edward, through his various works, The Silent Language (1959) and Beyond Culture (1976), described the notion by saying that culture is an enormous chunk of ice, with just tenth of it being the above-water part that contains folk culture, cuisine, music and art, literature, clothing, religious symbols, and architecture. However, the key part of the iceberg is the hidden part, or below the waterline; this part covers values and beliefs, styles of communication, behavior patterns, and the way we relate to people. This concept is illustrated in the figure below:

Figure 3

Cultural Iceberg Model
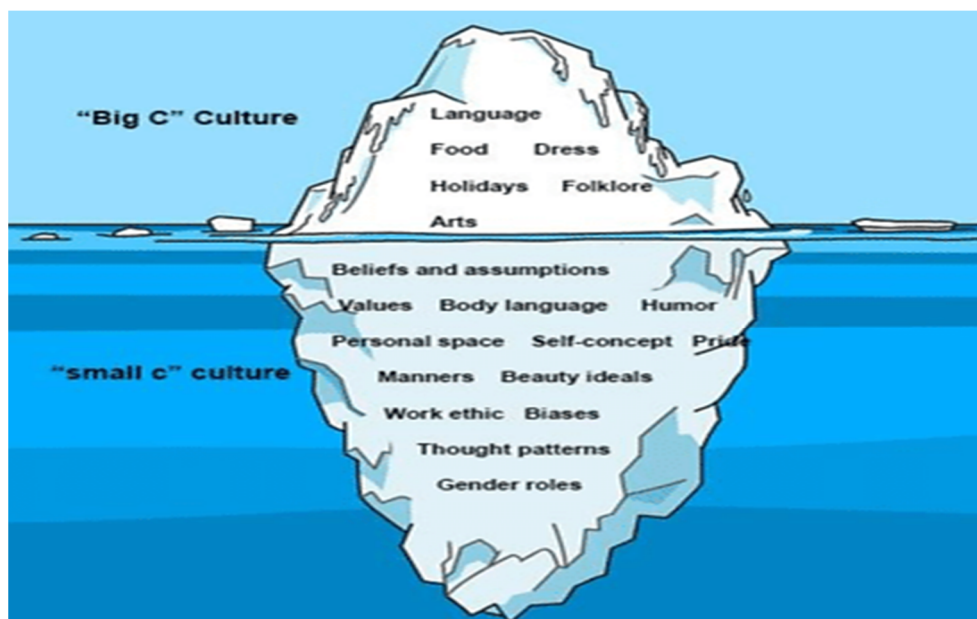
1.6. Cultural Awareness

Cultural awareness is the recognition of one's own culture along with that of other cultures; it is the acknowledgement of different beliefs, traditions, values, and other social norms. Quappe and Cantatore (2005, P. 1) write that "cultural awareness is the foundation of communication, and it involves the ability to stand back from ourselves and become aware of our cultural values, beliefs, and perceptions." Cultural awareness as a concept has roots in anthropology and sociology. During the 20th century, when researchers began studying cultural differences, the term cultural awareness became common and was used in academic environments. Between the 1980s and 1990s, the concept developed greatly in different fields, including education. Through time, many scholars have contributed to this concept, like Edward T. Hall with his idea of high-context and low-context cultures, Geert Hofstede with his cultural dimensions' theory, and Milton J. Bennett with a model named DMIS (developmental model of intercultural sensitivity). These contributions showcase the importance of cultural awareness. Tomlinson and Masuhara (2004) mentioned its importance by saying that high cultural awareness helps learners increase their understanding and acceptance of cultural compassion. Tomlinson and Masuhara's input on cultural awareness demonstrates some key components of this concept, i.e., recognition of cultural differences, recognizing one's own culture, sensitivity, and openness towards what is different. Hofstede et al. (2010) state that "cultural awareness involves understanding how people from different cultures think, act, and feel, and how this affects their interactions with others". cultural competence development is achieved through an abstract framework or model; these models are procedures and stages that provide a structured approach and recognition towards navigating different cultures, cultural awareness models are characterized by key aspects that at first, focus on progression that is going from a low stage of cultural awareness to a higher one, Kuang (2007) explains this by saying that learners go from a stage named "cultural

ignorance" to a "cultural competence" stage, these models are derived from sociology and psychology. Also, assessment tools are used in models to evaluate their level of cultural awareness at last they are found in various environment including education. There are many models that are related to cultural awareness, e.g., the Jianying Kuang (2007) model, which includes four interconnected stages, as demonstrated in the figure below:

Figure 4

Cultural-Competence-Model.
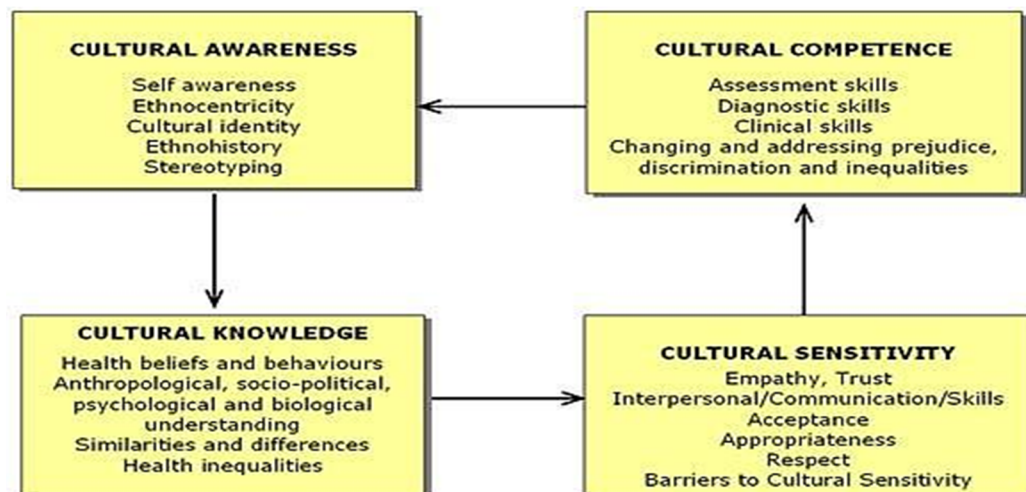
Another example of a cultural awareness model is Krasner's (1999) model, which outlines a cycle of three steps: first being mistaken about a different culture, then becoming aware of facts about that different culture, and finally repairing the mistake or adapting to the new culture. Closely similar to Krasner's model, Zhao in 2010 came up with a three-staged model, starting with familiarization, in which learners get accustomed to the target culture, and then interacting with foreigners from the target culture to grow sensitivity towards the different cultural spheres. The third stage is about adaptability and the acceptance of cultural differences.

1.7. Cross-Cultural Awareness

Cross-cultural awareness, a subset of cultural awareness, focuses on interactions and communication between different cultures. It involves recognizing behaviors and thoughts influenced by culture, spotting biases, and understanding diverse values, practices, and communication styles. Earley & Ang (2003) state it goes beyond recognizing differences to understanding their impact on behavior and interaction. Cross-cultural awareness involves respecting different beliefs and values, such as individualism in western cultures and collectivism in eastern ones. It emphasizes cultural sensitivity, avoiding stereotypes, and developing flexibility and adaptability. Kohls and Knight (1994) highlight that true cross-cultural awareness leads to changes in behavior and attitudes, enhancing adaptability and receptiveness to other cultures**.**

1.8. Conclusion

This chapter has showcased the bond between language and culture and explored the different views of linguists and existing literature about the implementation of culture in teaching methods. It has highlighted the importance of being culturally aware to develop a cross-cultural mindset. This chapter has tried to shed light on culture as a notion from different perspectives, starting from types of culture such as Emic and Etic until the definition of cross-cultural awareness.

Chapter Two:

Research Methodology, Data Analysis & Interpretation

2.1 Introduction

The purpose of this chapter is to examine the English culture that is present in the textbook content. After a brief overview of the new prospect in the third-year textbook, the related units are critically evaluated and examined. In addition, it is dedicated to a questionnaire for teachers and an interview for inspectors that examines their perspectives on English culture.

2.2 Research Methodology and Sampling

This study employs triangulation method approach, combining corpus analysis, a questionnaire, and an inspector's interview to investigate the integration of foreign cultures in the Algerian "*New Prospects"* textbook and its impact on curriculum development. The corpus analysis focuses on illustrative data to examine how diverse cultures are represented, particularly in units explicitly covering foreign cultures with historical and emotional contexts. The questionnaire gathers insights from Algerian educators on practices, challenges, and perceptions related to cultural integration, while the inspector's interview enriches understanding of curriculum design and collaborative efforts.

A detailed description of the implemented tools (questionnaire, corpus and an interview) of research is provided as follows:

2.3. Description of Teachers' Questionnaire

The questionnaire is a commonly used method for gathering data on attitudes and opinions from a diverse group of 13 teachers, from the district of tissemsilt. Consequently, an online questionnaire was handed out to secondary school teachers. The questionnaire designed for this research consists of 16 questions. We received 13 responses. It was divided to seven sections, the first one is entitled Demographics, the second is titled current practices the third is titled language awareness/socio-cultural awareness the fourth is titled perceptions of integration, the fifth is titled Strategies and approaches, the sixth is titled student

engagement, the seventh titled recommendations. This questionnaire is a combination of open ended and close ended questions, where teachers are asked to tick the answer or choose which answer that applies. This Questionnaire was designed as follows:

➢ **Rubric One: Demographics**

Item One: Educational Background

To comprehend the level of participants and identify the level of the teachers

Item Two: Teaching Experience (years)

To collect information of the years of experience teachers have

➢ **Rubric Two: Current Practices**

Item One: How often do you incorporate content related to foreign cultures in your teaching?

To gauge the regularity and frequency with which teachers integrate materials representing foreign cultures into their instructional practices. By categorizing responses into specific options (Never, Sometimes, Always, Other).

Item Two: Which foreign cultures are commonly included in your teaching materials?

to identify and understand the specific foreign cultures represented in the educational resources used by teachers. This question helps to assess the diversity and extent of cultural exposure provided to students through the teaching materials.

Item Three: What challenges, if any, do you face when integrating foreign cultures into your lessons?

This is a twofold. Firstly, it seeks to identify specific foreign cultures that teachers typically integrate into their instructional materials, providing insights into the breadth and diversity of cultural content represented in the curriculum. Secondly, the question aims to uncover the challenges educators encounter when incorporating foreign cultures into their lessons. By understanding both the content selection and the obstacles faced, the research aims to assess the effectiveness of current practices, identify areas for improvement, and

provide recommendations to support educators in enhancing cultural integration in their teaching.

Rubric Three: language Awareness/Socio-Cultural Awareness.

Item one: Which of the following objectives do you set for your teaching process?

The aim of these questions is to understand educators' teaching objectives and the cultural aspects covered in their lessons. They seek to identify whether teachers prioritize educating about English language native speakers, fostering critical thinking and tolerance towards diversity, while avoiding the imposition of native culture. Additionally, the questions explore which cultural elements, such as historical events, geographical aspects, politics, and racial minorities, are integrated into the curriculum, aiming to assess the breadth of cultural content included in teaching practices.

Item two: Which of the following cultural aspects are present in your lessons?

The question aims to determine the range of cultural topics included in educators' lessons, covering aspects like historical events, geography, politics, racial minorities, youth culture, and arts (literature, films). It seeks to assess the breadth of cultural content integrated into the curriculum, helping to understand how teachers promote cultural awareness and understanding among students through their teaching practices.

Item three: cultural bias

The aim of the questions on cultural bias is to explore teachers' perspectives on cultural sensitivity in their teaching practices

Item four: Do you think there is a need for additional training or resources to effectively integrate foreign cultures into your teaching?

This question sets to gauge if teachers feel they need more training or resources to effectively integrate foreign cultures into their teaching practices. It seeks to understand

educators' readiness and identify areas where additional support may be necessary to enhance their ability to incorporate diverse cultural content into the curriculum.

Rubric four: Perceptions of Integration

Item one: Does incorporating foreign cultures have an impact on students' cross-cultural awareness? If so, how would you describe it?

The purpose of the is to investigate the perceived effects of integrating foreign cultures into the curriculum on students' awareness and understanding of cultural diversity. This question aims to gather teachers' observations and insights into whether exposure to diverse cultural content enhances students' ability to appreciate, respect, and understand different cultures. By asking how teachers would describe this impact, the questionnaire seeks to capture qualitative feedback on the educational benefits of including foreign cultures in teaching practices. This information helps to evaluate the effectiveness of cultural integration efforts in promoting cross-cultural awareness among students.

Item two: In your opinion, what are the main benefits of including content related to foreign cultures in Algerian textbooks?

The purpose of the question is to gather teachers' views on the main benefits of including foreign cultural content in Algerian textbooks. It seeks to understand how educators perceive the educational and social advantages of exposing students to diverse cultural perspectives, aiming to inform curriculum enhancements that promote tolerance, broaden perspectives, and prepare students for global citizenship.

Item three: Do you think there is a need for additional training or resources to effectively integrate foreign cultures into your teaching?

This question intends to assess if teachers feel they need more support, training, or resources to effectively integrate foreign cultures into their teaching. It aims to identify gaps and determine the need for additional professional development or materials.

Rubric Five: Strategies and Approaches

Item one: What strategies that should be use to integrate foreign cultures into your teaching?

This question seeks teachers' suggestions on effective methods for integrating foreign cultures into their lessons, aiming to identify practical approaches that enhance cultural awareness and understanding.

Rubric six: Student Engagement

Item one: How do students generally respond to content related to foreign cultures in your classroom?

This question pursues to understand how students react to foreign cultural content in the classroom, aiming to gauge their engagement and attitudes. By categorizing responses as positive, neutral, or negative, it helps determine the overall impact of cultural content on students, providing insights into their receptiveness and the effectiveness of such content in promoting cultural awareness and understanding.

Item two: Have you observed any notable changes in students' attitudes as a result of cross-cultural content integration?

This question seeks out to determine whether teachers have noticed any significant changes in students' attitudes resulting from the integration of cross-cultural content. By asking for a simple yes or no response, it strides to identify the potential impact of cultural content on students' perspectives and behavior. This information helps to evaluate the effectiveness of cross-cultural integration in fostering greater cultural awareness, sensitivity, and appreciation among students. It also provides insights into how exposure to diverse

cultures might influence students' overall attitudes and interactions within a multicultural learning environment.

> **Rubric seven: Recommendations**

- **Item one:** Please share any additional thoughts or comments regarding the integration of foreign cultures in Algerian textbooks and its impact on learners.

This question aims to gather teachers' reflections and insights on integrating foreign cultures into Algerian textbooks and its impact on learners. It seeks qualitative feedback on the benefits, challenges, and overall educational impact of cultural diversity in the curriculum, providing educators with a platform to share their experiences and recommendations for enhancing cultural education.

2.4 Description of Corpus Analysis

Corpus analysis, a methodology focused on systematically analysing large bodies of text, to investigate how diverse cultures are represented, particularly foreign ones, within historical and emotional contexts. This approach allows for the identification of patterns, themes, and nuances in cultural portrayals present in educational materials and documents. Corpus analysis is crucial here for its ability to offer quantitative insights into the frequency of cultural references and qualitative insights into the complexities and nuances of cultural representations, thus supporting a comprehensive examination of cultural integration in the Algerian educational context. To implement corpus analysis in examining the integration of foreign culture in Algerian textbooks, particularly focusing on the third-year secondary school textbook "New Prospects," we proceed with the following steps:

1) **Corpus Compilation**

To gather a comprehensive corpus consisting of all texts from the *"New Prospects"* textbook. This includes both textual content and any supplementary materials that discuss or reference foreign cultures.

2) Text Preprocessing

To clean and prepare the corpus for analysis. This involves removing stop words (common words like "and," "the," etc.), punctuation, and any irrelevant content that doesn't contribute to the analysis of cultural integration.

3) Frequency Analysis

To conduct quantitative analysis to determine the frequency of references to foreign cultures within the corpus. Identify which cultures are mentioned most frequently and in what contexts (e.g., historical, geographical, social).

4) Collocation Analysis

To look for collocations — words that frequently co-occur with terms related to foreign cultures. This can reveal associations or themes surrounding how these cultures are portrayed or discussed.

5) Keyword Analysis

To identify keywords related to foreign cultures and analyse their distribution and usage patterns throughout the textbook. This helps in understanding the emphasis placed on different cultures within the educational context.

6) Concordance Analysis

To generate concordance lines to examine specific instances where terms related to foreign cultures appear. This allows for a detailed examination of the linguistic and contextual usage of these terms.

7) Qualitative Analysis

Alongside quantitative measures, performing qualitative analysis to interpret how foreign cultures are represented also analysing the linguistic choices, attitudes conveyed, and the portrayal of cultural differences and similarities.

8) Comparison

To compare the treatment of different foreign cultures within the textbook and looking for disparities in representation, biases, or areas where certain cultures receive more attention than others.

9) Findings Interpretation

To interpret the findings from corpus analysis in the context of fostering a cross-cultural mindset among learners in addition to Assess how effectively the textbook integrates diverse cultural perspectives and whether it promotes understanding, tolerance, and respect for different cultures.

10) Recommendations

Based on the analysis, recommendations will be provided to improve the integration of foreign cultures in educational materials. This may include suggestions for curriculum development, content revisions, or teaching strategies to enhance cross-cultural education.

By implementing corpus analysis in this way, we can systematically evaluate the representation of foreign cultures in Algerian textbooks, providing valuable insights into how educational materials contribute to fostering a cross-cultural mindset among learners.

2.5 Inspector Interview Description

An online structured Interview with an inspector was used to comprehensively evaluate how effectively the teacher integrates and promotes cultural inclusivity within their teaching practice and curriculum. Each question targets specific aspects ranging from curriculum design and content selection to pedagogical approaches, assessment methods, and professional development. The aim is to ensure that teaching materials and practices not only represent diverse cultures but also foster understanding, respect, and engagement among students. This holistic approach aims to create an inclusive educational environment that

prepares students to thrive in a culturally diverse world. Interview for Inspectors on Cultural Inclusivity in Teaching Materials was as follows:

Question 1: How do you ensure cultural inclusivity in your teaching materials?

This question aims to understand the teacher's approach to incorporating diverse cultural perspectives into their teaching materials. It explores whether the teacher actively considers cultural inclusivity in selecting, adapting, or creating teaching materials.

Question 2: Give examples of topics that explicitly cover foreign cultures in your course.

This question seeks specific examples to gauge how extensively and explicitly foreign cultures are integrated into the curriculum. It helps assess the depth and breadth of cultural content covered.

Question 3: Does your syllabus include diverse cultures in teaching?

This question aims to ascertain whether the syllabus is intentionally designed to represent diverse cultures. It explores the scope of cultural diversity within the overall curriculum structure.

Question 4: How are students encouraged to explore foreign cultures beyond the standard curriculum?

This question investigates whether students are actively encouraged to engage with and explore foreign cultures beyond what is formally taught in class. It assesses the strategies used to foster curiosity and deeper understanding.

Question 5: How does your syllabus avoid cultural insensitivity among students?

This question addresses the proactive measures taken to ensure that the teaching of foreign cultures is respectful and sensitive, avoiding stereotypes or misconceptions that could offend students.

Question 6: How do you address challenges when introducing foreign cultural elements in class?

This question explores the teacher's approach to overcoming obstacles or resistance when introducing unfamiliar cultural elements. It assesses flexibility, sensitivity, and adaptability in teaching practices.

Question 7: Do you have any collaborations with educators from diverse backgrounds to enhance the curriculum?

This question examines collaborative efforts with educators from diverse backgrounds to enrich the curriculum with authentic cultural perspectives. It assesses the extent of collaboration and its impact on curriculum development.

Question 8: Do you focus on assessing students' understanding of foreign culture?

This question evaluates whether there are specific assessment methods or criteria used to measure students' comprehension and appreciation of foreign cultures, ensuring learning outcomes related to cultural understanding are achieved.

Question 9: How do you handle student feedback on cultural aspects in the syllabus?

This question addresses the teacher's approach to receiving and incorporating student feedback on cultural content. It examines responsiveness to student perspectives and continuous improvement in cultural inclusivity.

Question 10: Explain professional development for faculty to incorporate foreign cultures in teaching.

This question explores the training and professional development opportunities provided to faculty to enhance their ability to incorporate diverse cultural content into their teaching. It assesses institutional support and ongoing learning initiatives.

2.6 New Prospects Textbook Data Analysis and Interpretation

In order to implement the General Educational Reform, the Ministry of Education introduced New Prospect (2007), a new English textbook that will be replaced by the old third-year English textbook. New Prospect adheres to the changes made to the English syllabus created by the Ministry of National Education's National Curriculum Committee. This text book has been developed with careful consideration of three major aspects of the syllabus:

- The BAC exam is conducted in a written format.

- the necessity to meet the pedagogical objectives of every 3rd year stream.

- Emphasizing thematic orientation.

Understandably, the typical method of learning is competency-based, learner-centred, and project-based.

The front cover of the textbook features a busy scene featuring people from diverse occupations. We see a woman operating machinery, a scientist holding a beaker, a doctor caring for a patient, a businessman on the phone, and a man listening to the radio. The photograph displays the country's name, "The People's Democratic Republic of Algeria," along with the words Ministry of National Education in the Arabic language. The textbook's title is prominently featured in bold lettering at the top. The book's intended audience is clearly identified by 'Secondary Education, Year Three' written in both Arabic and English at the bottom of the cover, which also has colorful backgrounds on both front and back. However, on the back, there is only the printer's logo, price, and copyright information printed in a small Arabic font.

Figure 5

New Prospects Text Book Edition.
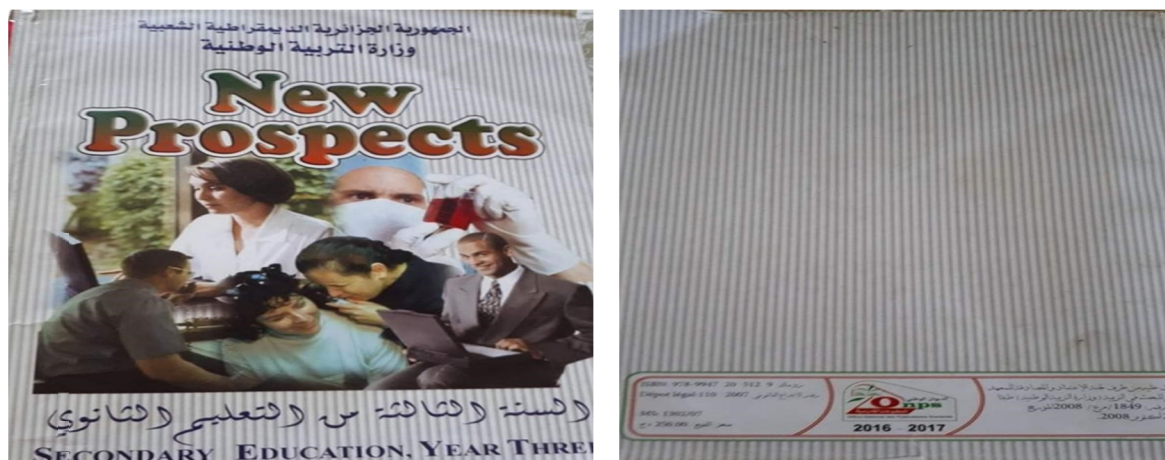
The textbook's cover has been updated multiple times since its initial release, with the university of Algiers appearing on the front cover and the university of Bejaia on the back cover. The textbook depicts the learners' culture and is more educationally relevant than the current image, and there is no good reason for things to change. Since its introduction in the first year, the volume and price of the textbook have had some minor adjustments.

➢ **New Prospects Content**

There are Six units in the new prospect cover they tackle the main themes endorsed in the syllabus, with recurring language purposes that focuses on the resource's structure, content, and its potential effectiveness in fostering language acquisition. *"The New Prospect"* is broken down into six sections, each tackling different themes so that you are able to learn the exact vocabulary and communication skills needed for your chosen area. The program encompasses essential grammar, spelling, and practical approaches to using the language in real-world scenarios, moreover; it aids in the growth of the competencies required to grasp and employ the language proficiently in your work. Not only offers the lessons, but also provides extra materials that help you learn, such as practice exercises that relate to your field of study, a grammar guide, and bonus materials that are specifically for your chosen subject.

The textbook helps you build the core language skills you require for your field. Each unit has sections that focus on these skills. Here's how it works:

- **Listen & Consider, Read & Consider:** These activities help you examine texts to understand grammar, vocabulary specific to your field, and spelling.

- **Think, Pair, Share:** This activity gets you talking and using the new language you learned. You might discuss things like giving assistance or comparing ideas, all associated to your field of study.

Also helps you advance the communication and writing skills you'll need for your field. There are exercises that focus on listening, speaking, reading, and writing, all associated to your studies. They even give you guidelines on how to write undoubtedly and effectively, which is super vital for success.

The textbook teaches you the language and helps you comprehend the culture, arming you with the capability to communicate effectively in your field of study.

> **Broad Description of Units Content**

In the book map, you will find a detailed account of the textbook's units, which also includes a complete description of its contents. The themes and issues of the six units are indicated in the table below.

Table 1

Themes and Topics of New Prospects

Units	Theme	Topic
Unit 1	Exploring the past	Ancient civilization
Unit 2	Ill-gotten Gains never prospect	Ethics in business
Unit 3	Schools: Different and Alike	Ethics in Business: Fighting Fraud and Corruption
Unit4		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

Curriculum Retrieved from *"New Prospect "*. Book of 3rd grade secondary school in Algeria (2006)

The front page of every unit has two images that depict the title and topic of the unit. A description of the Projected Outcome is drawn on the top photo, which highlights what the students will be capable of doing at the end of the unit.

The unit's initial part is known as 'Listen and Consider' and consists of three segments. The 'Getting Started' segment is intended to guide students towards the topic of the listening script by asking questions about a picture. "Let 's hear it" is the next segment The following subsection; in order to immerse students in the unit's topic, the instructor reads a script from the listening scripts at the end of the textbook and students must respond to questions about it.

The next rubric is 'Around the Text" The objective here is to revise grammatical rules, vocabulary, pronunciation, and spelling, and it concludes with a task that seeks to assist students in learning and internalizing language components

The ¨Getting Started¨ subsection is found in the second part, ¨Read and Consider¨ There are some basic questions about the subject that are included. Subsequently Taking a Closer Look¨ which covers questions about the text that the unit revolves around. Usually, the text is displayed below an illustration that demonstrates the main idea. Additionally, there is a margin that features a phonemic transcription of any words that may be stimulating for students to pronounce. The grammar sources at the end of the textbook are used to learn new grammar, vocabulary, pronunciation, and spelling features introduced by the 'Around the Text' rubric.

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

The last segment, ¨ Reading and Writing¨ There are also four subsections: the first one is titled 'Before Reading' consist of images and questions about the images, the second, "After Reading, shadowed by "Writing Development," "Project Outcome," and lastly "Assessment." In the segment named ¨Time For...¨ each unit ends with a song or poetry.

➢ **Cultural Analysis of Units' Illustrations and Texts**

By examining both visual elements and written material of the units that contain foreign cultures within it we further our understanding of the textbook, the objective is to comprehend how culture is presented and interpreted for learners.

1) Unit 1: Exploring Past Ancient Civilizations

The unit's initial page is comprised of two pictures that demonstrate the unit's subject matter. The two photographs serve as an introduction to the unit's subject, illustrating

the most prominent accomplishments of Roman and Babylonian civilizations (Timgad and Babylon's hanging gardens). The goal of this unit is to promote a constructive attitude towards one's own and other people's cultures, and to raise awareness of how civilizations have contributed to man's progress.

Figure 6

The Hanging Gardens of Babylon and Timgad Monuments
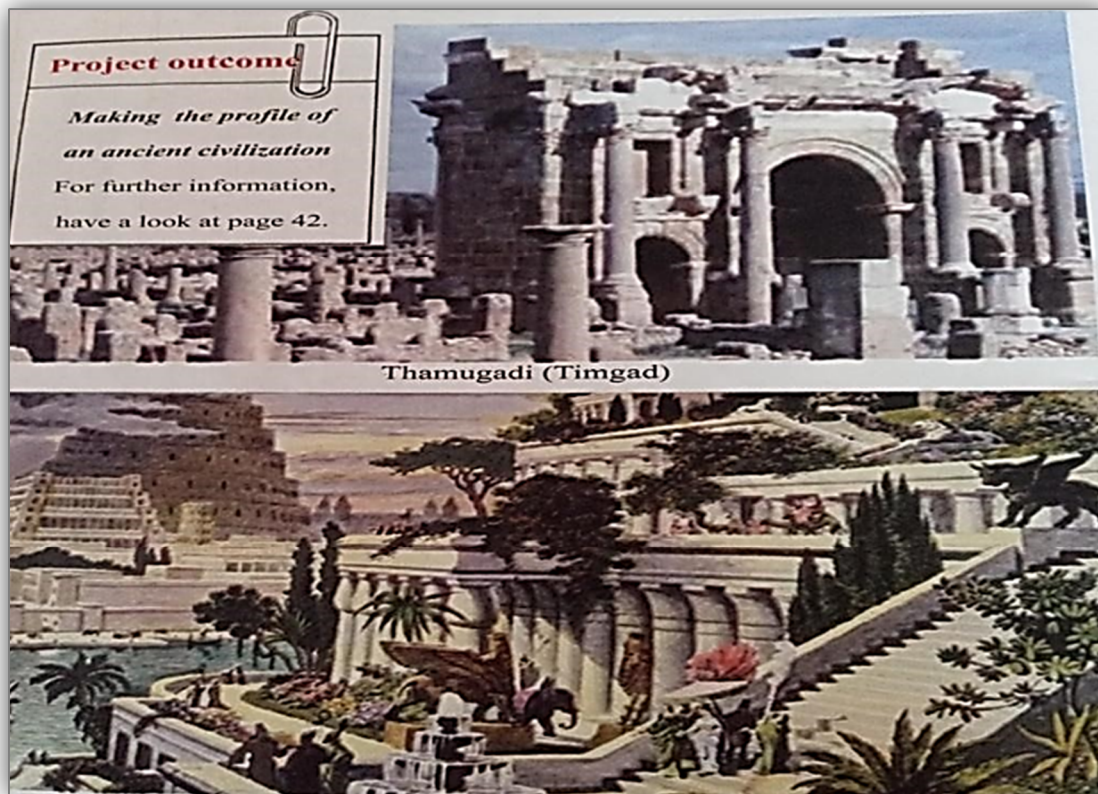
Note: "New Prospects" (2006).

Students are expected to listen to a listening script about ancient civilizations in the 'listen and consider' section of the unit, and are urged to listen and complete exercises to further their understanding. They are also urged to become more knowledgeable about the ancient cultures that once existed. The listening script is primarily used to introduce the grammatical concepts of obligation, habit, and ability in the past, in accordance with the text-based approach. Dr. Victor Skipp, who is an historian, answered some questions through a

radio broadcast and provided an overview of the earliest civilizations, particularly the Sumerian one. Dr. Skipp endeavored to explain diverse aspects of Mesopotamian culture.

The second section contains a text titled 'Algeria at the Crossroads of Civilizations' provided by the textbook designers, ¨read and consider¨ The aim of the text is to draw attention of students to the historical context of their country. The paper aims to demonstrate that Algeria's strategic position made it accessible to many ancient cultures that prospered in the Mediterranean basin and Africa south of the Sahara. The grammar explorer rubric is utilized.

In order to broaden our analysis of the new prospect, we chose to emphasize the reading and writing sequence, which aims to enhance learners' reading and writing abilities and strategies such as skimming, scanning, summarizing, and writing a story. To prepare for the topic of reading text, the learner is asked to interact with photographs related to ancient Egyptian civilization that portray a part of Egyptian people's life style in the past during the pre-reading stage. The text displays the progression of Egyptian civilization in the Nile valley and the splendor it achieved under the rule of various pharaohs.*
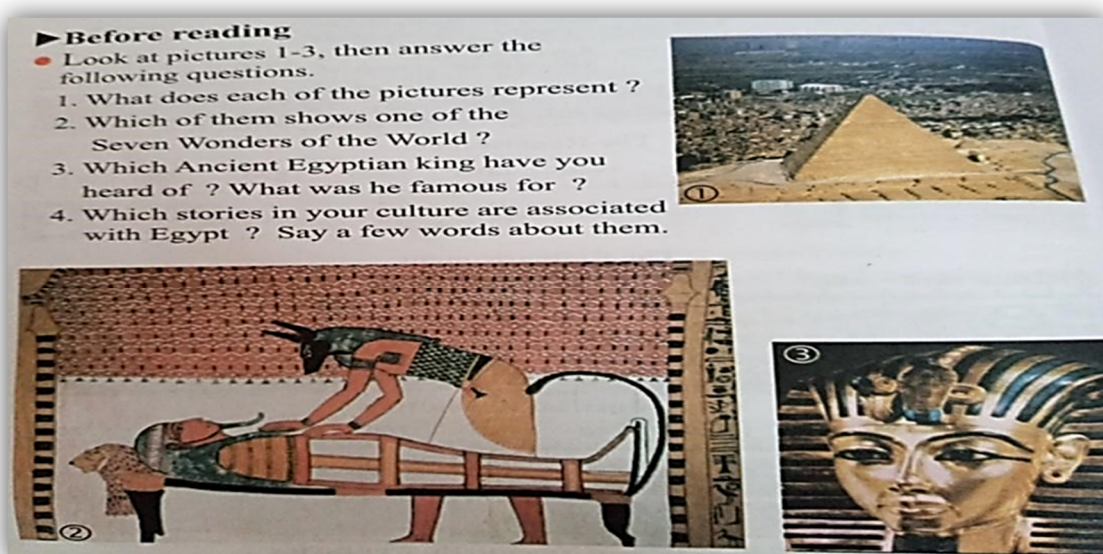
Figure7

Mummifying –Pyramids –Pharaoh

Examining the visuals and language of this unit, it becomes clear that culture is primarily presented through historical facts. This approach begins by using the local Algerian culture as a starting point for teaching English. This strategy places Algerian culture alongside other ancient civilizations like Egypt and Sumer, promoting local identity, but it appears to completely neglect the target culture, English culture. This prioritization of non-English cultures over English cultures contradicts the core principles of a competency-based approach. Developing an understanding of the English-speaking world and other cultures is essential for learners in this framework. To accomplish this balance, the textbook could be boosted by adding a text that explores the prehistory of Britain to the text on ancient Egyptian civilization. This approach would enable learners to acquire a greater understanding of both the target language and their own heritage.

2) Unit 3: Schools: Different and Alike

The unit's structure is clear and starts with the title page, likely featuring two photographs. Following that, an image appears under the 'Getting Started' section, likely to introduce the unit's theme. The content is presented in a logical manner, with listening scripts and additional images interspersed, and then concluded with reading texts.

a. Cultural Content of Pictures

- **Picture 1**: on the front page shows a university lecture theater depicting the lecture style in a foreign culture.

- **Picture 2:** shows an Algerian university library where students are revising and preparing for their lectures, giving a good impression of the local culture in the text book.

Figure 8

Unit Three Front Page
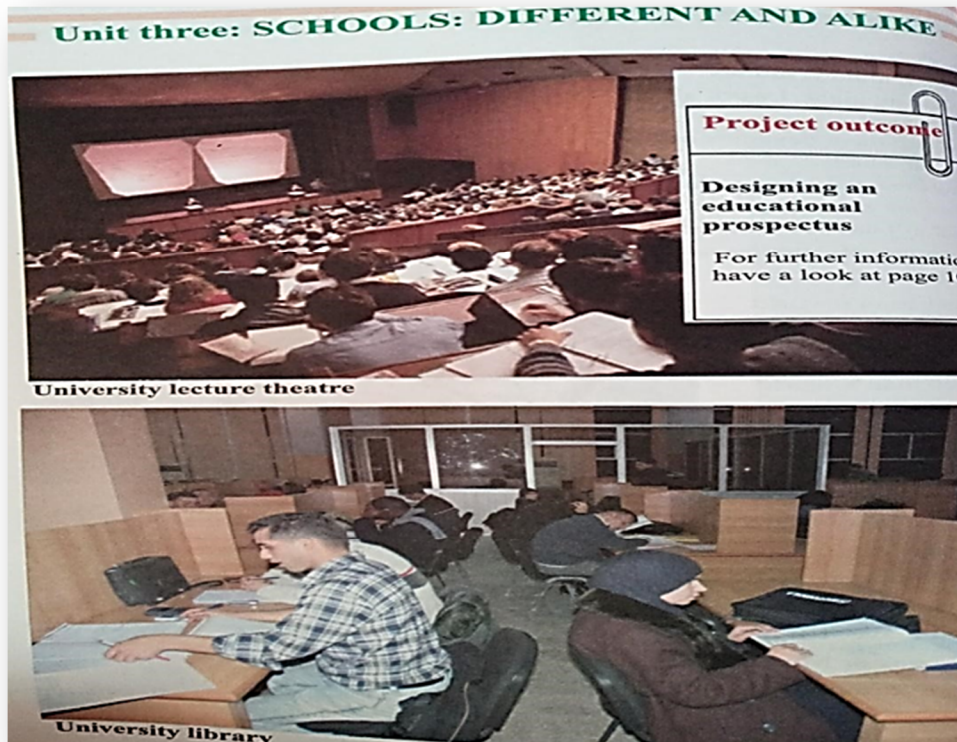
The intention is to prepare learners for the theme of the unit. The teacher asks them some questions to brainstorm the topic of the unit.

b. Getting Started Rubric

The rubric for this unit uses pictures instead of text to showcase different local jobs and professions, which serves two purposes: it highlights the cultural context relevant to the learner's environment and sparks their imagination about potential career paths.

c. Objective of Pictures

By using pictures of local jobs rather than text in this unit's rubric, it sparks career ideas and anchors learning in the student's culture. Four questions link these images, making it necessary for students to analyze what they see.

d. Cultural Content of Listening Script

- **The Objective:** The activity assists learners in listening. The conversation on page 69 of Cambridge First Certificate English between a headmaster and a parent ("A School Child's Parent...") emphasizes the significance of choice in English culture.

e. Read and Consider Rubric

- **Picture 1:** this picture shows students in gowns celebrating, it reflects English educational traditions, capturing the viewers interest in learning more.

Figure 9

British Students at their Graduation Party

An excerpt of text about British education can be found below the picture, taken from the "Guide to British and American Culture" (with no publication information given).

f. Text Cultural Content and Objectives

By contrasting British and American education systems, this passage highlights the cultural significance of education in Britain and the different views on private schools, and aims to teach students about English society.

- **Picture 3:** A glimpse into a 1960s British girls' school reveals the country's well-regarded educational system, which is still in force today.

Figure 10

Girls at British Secondary School

Students in this photo are entering a traditional British school building, a setting that may be unfamiliar to Algerian students due to several reasons. Algeria's mediterranean and French colonial architectural styles are contrasted with the brick building, which has large windows and classical design elements. British schools have distinctive plaid-patterned uniforms that do not match those in Algerian schools. Additionally, the formal and regimented manner of students reflects a culture of education and discipline specific to Britain, which may not be compatible with the educational environment in Algeria. The differences are highlighted

by the greenery and spacious campus, which often have different campus layouts and are sometimes located in urban settings.

➢ **Unit 6: Emotions and Feelings**

The lesson unit titled 'We Are Family' concentrates on comprehending and expressing emotions and humor across different cultures, and it aims to assist learners in developing these skills through various activities. In the beginning of the unit, Algerian comedians are introduced and the teacher evaluates students' knowledge by asking questions like 'what is comedy?' and 'Can comedy teach us valuable lessons?' These questions are found in the 'Listen and Consider' section of the textbook.

The text, titled 'Read and Consider', investigates how emotions are expressed by individuals in the US and UK differently. It portrays American culture as openly expressive, with people readily sharing their emotions and even crying in public. Comparing American and British cultures helps students differentiate their communication styles, as British culture emphasizes emotional control and crying is often considered embarrassing. Finally, the lesson encourages students to compare Algerian attitudes to those of Americans and Britons. The value of this exercise lies in its ability to build cultural awareness in both their native and target languages, which is valuable for language learners.

The lesson plan is ambiguous, with the grading category 'Pronunciation and Spelling' emphasizing the importance of mastering the final 'ed' sound while the assigned task demands students to write a narrative about Princess Diana, a significant figure in British culture. The assessment is focused on pronunciation, but the topic itself explores cultural aspects, creating an unusual situation.

Figure 11

Princess Diana and Prince Charles Wedding Ceremony

Diana Frances Spencer was born in 1961. Diana **married** Prince Charles at St Paul's Cathedral, London in 1981. For two or three years, her life **looked** like a fairy tale. The British citizens **admired** her. They never **missed** her appearance in official parades or on TV. However, in 1992 she **separated** from Charles and **devoted** her life to helping charities. Four years later, the royal couple **divorced** and Diana's official title was **changed** to Diana the Princess of Wales. Though she **loved** her two sons William and Harry very much, she **preferred** leaving them under the charge of their father.

Following her divorce, Diana **resigned** as the patron of many British and Commonwealth charities and **reduced** her workload to just six charities of her choice. Diana became deeply **committed** to the anti-landmine compaign. She **succeeded** in rallying public opinion against landmines worldwide.

To investigate cultural differences in communication, the lesson plan uses two activities such as 'Think, pair, and share' where students analyze how Algerian men and women express emotions like love and loss. They uncover potential gender inequalities in Algerian emotional expression by collaborating on a newspaper article and then sharing their findings with classmates.

The second lesson on page 183 (Listening and speaking) is about vocabulary related to friendship levels in English, and students compare it to their own culture to see if they have equivalent vocabulary. By studying both cultures simultaneously, learners gain new vocabulary as they reflect on their own cultural background in how friendships are described.

➢ **Distribution of Big Culture and Small Culture in New Prospects Units**

In New Prospects Units, the way "Big culture" (mainstream norms) and "small c" culture (local customs) are distributed shows a balance between global standards and local identities. While they adopt global practices for consistency, they also embrace local traditions and values. This mix creates a dynamic environment that connects employees and customers globally while honoring local diversity.

➢ **Big Culture**

Textbooks frequently emphasize a number of significant cultural themes. These are education, architecture, social norms, government, history, literature, music, economics, and geography. Economy was the most prevalent theme, with education, history, government, social norms, architecture, and music following suit. We will now delve deeper into these themes.

a. **Economy**

This course examines the connections between a country's production, trade, and money system. It examines economic concepts through a cultural lens, covering subjects such as running a business, national spending habits, and international trade. Units 2 and 4 delve deeper into particular economic concerns. In Unit 2, the focus is on business ethics, which helps students understand how businesses operate responsibly within society. Meanwhile, Unit 4 investigates economic concepts relevant to global culture, with the aim of connecting students to modern economic principles and how countries manage their economies. This unit aids students in comprehending topics including advertising, consumerism, and safety in a global setting. Additionally, economic concepts are also integrated into other units. For instance, Unit1 investigates how ancient civilizations participated in economic activities like irrigation and agriculture (see page 37).

b. Education

The main focus of Unit 3 is on 'Schools Are Different and Alike', which examines schools and education from different perspectives. In particular, it emphasizes education as a tool for a better life, particularly in our technological and globalized world, where obtaining a good job often necessitates a good education. The unit recognizes that education isn't a privilege everywhere because of different living conditions. On page 65, the text talks about how children in certain communities may be forced to work to support their families, leaving little time for education. The unit enables comparison of educational approaches from different cultures by contrasting the British system on pages 83-84.

c. History

The focus of this subject is on the stories of ancient civilizations, with a particular emphasis on pivotal points that led to their uprising and demise. For example, a map on page 15 displays the positions of significant ancient civilizations including the Sumerians, Egyptians, Mayans, and Aztecs. The textbook presents historical events as stepping stones to the modern world, helping us understand current events. Additionally, the textbook explores the history of the United States. On page 141, an image is highlighted by a significant moment in American history related to space exploration, which describes the fact that Neil Armstrong, an American astronaut, was the first person to walk on the moon (not orbit the Earth).

d. Geography

In this section, the focus is on the geography of cultures other than the target culture. It explores the geographic features and territories of ancient civilizations, e.g., the seven World Heritage Sites in Algeria. In addition, the unit explores wider geographical concepts, such as the distances between planets, the cosmos, space, and the solar system.

Statistical data and general facts regarding these topics can be found on page 145 of Unit Five.

e. Literature

The focus of this section is on literature as an art form, examining famous works including novels, plays, and poetry. Additionally, it examines Algeria's rich cultural heritage through a picture on page 22 that displays ancient rock carvings. The unit extends beyond Algeria, displaying exceptional literary works from all over the globe and throughout history. The images on page 41 depict Greek mythologies such as Polyphemus the Cyclops and Ulysses' Homecoming. Each unit concludes with a 'Time For' section that features poems that relate to the themes of the unit.

f. Architecture

Through history, geography, literature, economics, and education, this textbook explores different cultures, highlighting key historical moments, landscapes, and artistic works. The cultural exploration is deepened by explaining economic concepts in a global context and balancing education's importance with a realistic view of access.

g. Government

Government institutions in both Algeria and other countries are briefly discussed in the textbook, with basic definitions provided. For instance, Algeria's 'Accounting Counsel' combats corruption. Customs officers and counterfeit goods are mentioned (page 53) and national space agencies, including the Algerian Center for Space Research (page 135), and references to NASA (page 156) are mentioned as government bodies managing state affairs.

h. Society Norms

Unit 2 highlights how bad behavior such as bribery and good behavior such as honesty can be considered proper or improper based on how people behave in different cultures. This section explores how people behave in different cultures and focuses on what is

considered proper or improper etiquette. The book contends that ethical business practices are essential, even if it means giving up profits (i.e., companies lay off employees). It also examines cultural differences in social class and communication styles, emphasizing the American's openness to the British's reserve. In general, the text emphasizes how cultures differ in their expectations for behavior and communication.

i. Music

By using music categorized as contemporary, traditional, classical, and famous works in the 'Time For' sections of the textbook, students can unwind after lessons and connect topics to musical pieces. Examples of songs like 'What Did You Learn in School Today?' (Page 105) are utilized to strengthen the idea that music is a universal human experience that plays a part in personal, social, and professional life.

➢ Small Culture

through seven topics: "Beliefs & Values," "Hobbies," "Gestures," "Food," "Customs," "Living styles," and "Holiday." These topics explore everyday life and personal identity, showing how people express their culture in different societies. Understanding these areas helps us appreciate the diversity of human culture.

j. Food

The textbook explores food and eating habits, particularly in Unit 4. It focuses on comparing organic and genetically modified (GMO) foods, arguing that GMOs are harmful to health and the environment. Reading food labels (page 107) is a way for readers to develop informed eating habits and buy organic food, as encouraged by the text.

k. Customs

Through traditions such as weddings and invitations (Unit 6), the textbook explores customs, which are the accepted ways of behaving in society. The text illustrates family structures in the target culture (page 165) and British wedding traditions (page 179, which

includes a picture of Diana and Charles). Additionally, it discusses customs in other cultures by analyzing Algerian comedians against international ones (page 166).

l. Hobbies

Through examples such as reading and TV preferences (Unit 4, page 112), it explores how people spend their free time (hobbies) and predicts future lifestyle changes, highlighting the differences in humor styles between Americans and Britons.

m. Beliefs and Values

The subject matter of this segment covers the lives of people, including their daily routines, social interactions, family life, entertainment, and even how they express themselves. For instance, the book compares American openness to British reserve when it comes to verbally expressing emotions. The focus of the book is on Algerian social life, which emphasizes the importance of friendship, mutual support, and shared meals (page 177) (page 183). On page 183, the concept of friendship degrees is introduced, contrasting British terms such as closest friends, best friends, etc. Students are urged to compare these concepts.

n. Holidays

Instead of covering how people spend religious or national holidays when they're not working or in school, the textbook concentrates on the significance, meaning, symbols, and practices of the holiday itself. On page 130, there is a brief reference where students imagine being unhappy vacationers and writing a complaint letter, but it does not go into detail about holiday activities.

➢ **Exploring Intercultural Communicative Competence in New Prospect**

Although 'New Prospects' aims to educate students on both their local and target culture (most likely English or American), it lacks the ability to establish intercultural connections. The textbook's primary focus is on cultural aspects in Units 3 and 6, with activities that compare educational systems and emotional expression (pages 83). To become

effective intercultural communicators, it's essential to develop the ability to navigate cultural differences, which is crucial for students of a second language (SL). Sadly, "New Prospects" doesn't fully address this important aspect.

➤ **Textbook Evaluation Checklist**

To improve the evaluation and analysis of the new prospect, we have made the decision to incorporate a checklist as an instrument for analyzing materials and content, which enables a more sophisticated evaluation in relation to the asset criteria. Those criteria are derived from cunning worth (1995), Byram (1997), and Risager (2007).

● Is the textbook a realistic representation of [British OR American] culture?

The textbook offers several cultural examples. It covers a plethora of assorted cultures they are seldom connected to non-English speaking nations such as Algeria, Egypt, and Greece. Moreover, the focus on English or American cultures only occurs in unit3 and unit 6, whereby learners are urged to compare the targeted cultures with their own as it is demonstrated on page 82 (Activity 02), 174 (Activity 02), (Activity 02), 83 (Activity 02). Additionally, it places a lot of emphasis on learners' own cultures but by attempting to use the learner's own culture but it is overshadowed by the presence of foreign cultures all over unit 03 and unit 01

● Are the texts present in the textbook realistic and modern enough to capture learners' interest?

Students nowadays have many things competing for their attention. In order to really engage them in learning English, the materials must feel relevant and interesting. The question about "New Prospects" is whether the texts in the textbook are up-to-date and cover topics that resonate with their everyday lives. In the event that the content is outdated or solely focuses on topics unrelated to their interests, it might have a hard time grabbing their attention and hindering their motivation to learn.

- Does a strong focus on culture exists in the textbook?

New Prospects focuses on teaching grammar and vocabulary development while also covering a range of language skills such as pronunciation, grammar, reading, writing, listening, and speaking. This is clear in the ampleness of different activities and exercises concentrated on these areas. Therefore, the textbook devotes less space to cultural content. In other words, cultural aspects are prioritized over grammar and vocabulary instruction in "New Prospects".

- Does the textbook contain all types of culture?

Two types of cultural content are included in the textbook: 'Big culture' and small c. Units such as 'Unit 1' and 'Unit 3' feature 'Big culture' culture, which provides material on geography, history, and education systems of both the target and local cultures. Small-c culture is examined by units such as 'Unit 4' and 'Unit 6', which focus on everyday aspects such as food, emotions, and viewpoints. Despite the emphasis on 'Big culture' culture and neglecting small C' elements to a greater extent, both categories lack depth. In general, 'New Prospects' is a superficial examination of these cultural aspects.

- Are there several cultures from other countries in the textbook?

The textbook has several cultures within it, for example, Egyptian, Greek and Easter Ireland are represented each depicting a historical or element of civilization, Furthermore, American and British cultural characteristics shown in unit 03 and 01 reflecting both countries educational systems

- Do the textbooks teaching units embolden learners to make comparison between the target culture and their own?

By comparing their own cultural practices with those of the target cultures, predominantly British and American, students in the textbook 'New Prospects' are

encouraged to develop intercultural understanding. Units such as 'Unit 3' and 'Unit 6' provide students with an introduction to aspects of education and emotion in these cultures.

● Does the textbook visual material motivate learners?

Although "New Prospects" contains numerous pictures and charts, certain photos (pages 53 and 179) seem outdated and uninteresting. They lack the ability to engage students and provoke thought. Better quality pictures would enhance their learning experience

● Do the textbook content help students to think critically?

In units 3 and 6, "New Prospects" is highlighted, with students comparing their own culture   to the target culture (e.g., education) through critical thinking, which assists them in developing a nuanced understanding of both cultures.

2.7. Questionnaire Data Analysis and Interpretation

➢ **Section one: Personal Information**

Q1: Name

Name (optional)

Q1; *Teachers Name.*

This table would have shown the names of the participants, but they chose to stay anonymous.

Q2: Educational Background

Table **2**

Educational background: level

Question	Number of Responses	Responses
Educational background: level of degree	9	ENS, Degree in English, masters in didactics, bachelor of arts in English language, university degree in teaching English language, English, ENS, Master, A Masters degree of Arts and English language, English, ENS, Masters, A Master's degree of arts and English Literature

Table 1 shows the pool of teachers we gathered information from, going from a degree in English to masters in both Didactics and literature

Q3: Teaching Experience; years teaching

Figure **1**

      This figure contains information about the educational backgrounds of the participants,

Teacher's Years of Experience
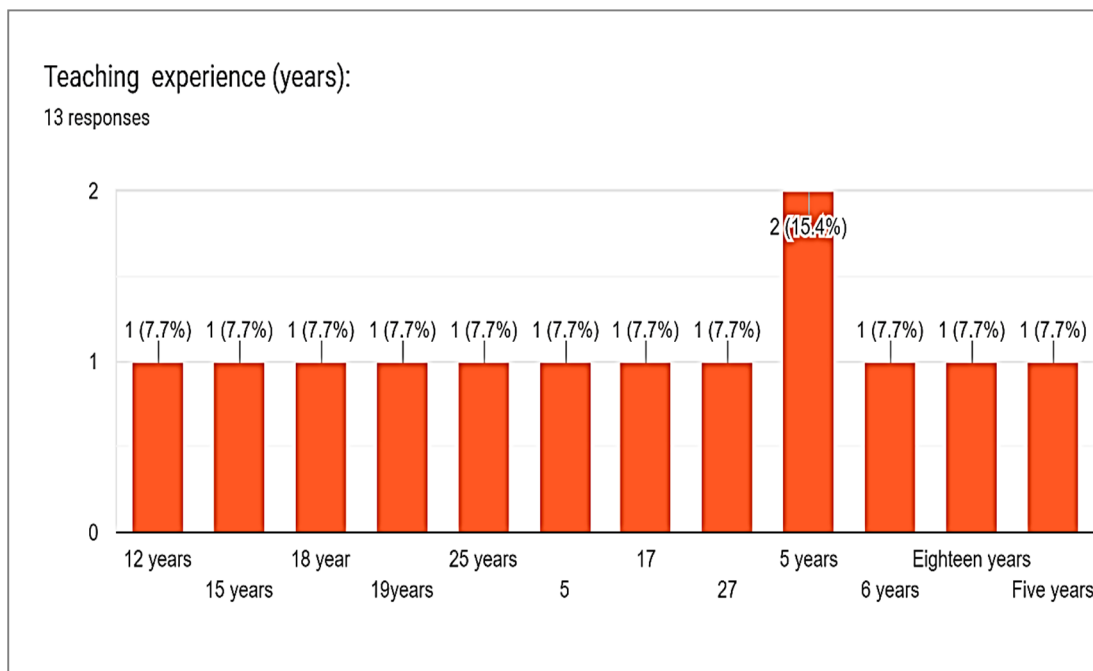
This figure shows the years of experience teachers have, it demonstrates 30.8% have 5 years, 7.7% have 12 years, 7.7% have 15 years, 15.4% have 18 years, 7.7% have 19 years, 7.7% have 25 years, 7.7% have 17 years, and 7.7% have 6 years.

Section two: Current practices

Q4: How often do you incorporate content related to foreign cultures in your teaching?

Figure 4

foreign cultures incorporation in teachers teaching

Section 2: Current Practices   How often do you incorporate content related to foreign cultures in your teaching?
13 responses

- Never
- Sometimes
- Always

23.1%
76.9%

This figure shows that 76.9% of teachers incorporates foreign cultures while 23.1% always incorporate foreign cultures, while 0% have answered never.

Q5: which foreign cultures are commonly included in your teaching materials
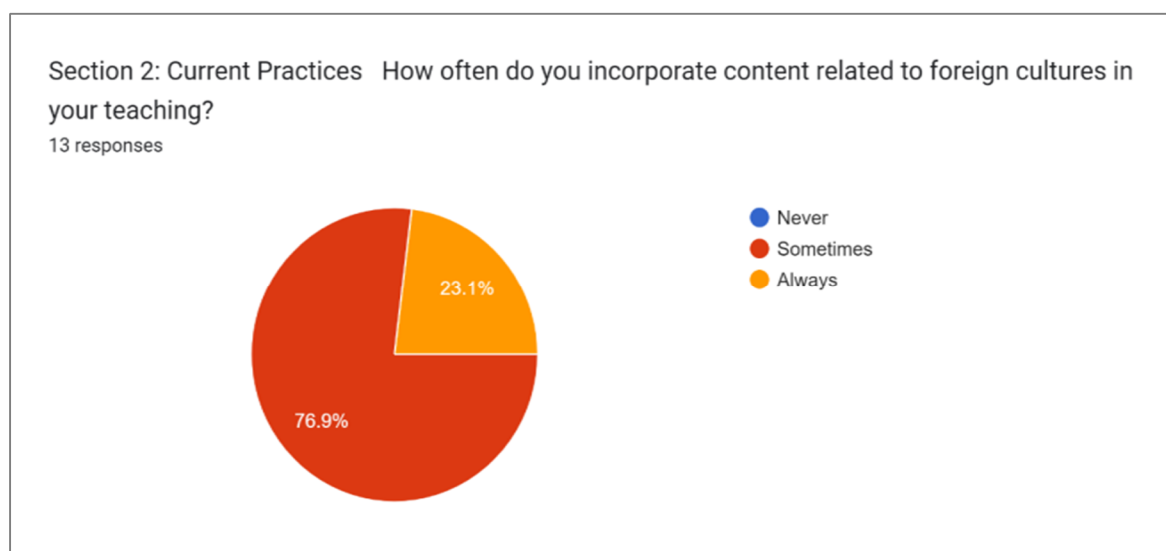
Table 3

Commonly Included Foreign Cultures in Teaching Materials

Question	Number of Responses	Responses
Which foreign cultures are commonly included in your teaching materials?	13	English, British, American, According to the needs, American and British, Respecting privacy, keeping the environment clean, respecting regulations and laws, British/American English, English+American, English, British, UK/USA British, American English, Balancing input with cultural component of the target language.

This Table displays that the majority of teachers find that British English or American cultures or both are commonly found, while two participants gave irrelevant answers, most teachers in the answer above try include according to the needs

Q6: What challenges, if any, do you face when integrating foreign cultures into your

lessons?

Table 4

challenges faced when integrating foreign cultures into the lessons

Question	Number of Responses	Responses
What challenges, if any, do you face when integrating foreign cultures into your lessons?	13	Lack of materials, difficulty of texts, students' difficulty in understanding foreign cultures, lack of interest, difficulties in changing old habits, focus on language skills over cultural content, lack of training and resources, cultural differences, limited exposure, large class sizes, limited technology, students' cultural background, major misunderstandings, curricular discrepancies.

This table shows the different types of challenges faced in the classroom, it ranges from lack of materials by (3) teachers, to disinterest and lack of motivation by students from (2) teachers to the difficulty of the of texts and difficult concepts from (4) teachers, (1) teacher answered that learners lack of cultural awareness, (1) teacher answered that pupils do not understand these cultures, while another (1) answered that there is a severe rarity in materials related to these cultures, (1) participant stated that "Major misunderstandings occur among students as they ,in general, aren't used to studying culture. The discrepancies between what you ought to teach and the the curricular fulfilment. Tolerance and rejection of a foreign culture, be it English, may result in salient divide and change of attitudes towards the target language between what you ought to teach and the curricular fulfilment. Tolerance and rejection of a foreign culture, be it English, may result in salient divide and change of attitudes towards the target language".

➢ **Section three: Language awareness/socio-Cultural awareness**

Q7: Which of the following objectives do you set for your teaching process?

Figure 7

objective for the teaching process

Section 3: language awareness/socio-Cultural awareness. Which of the following objectives do you set for your teaching process ?
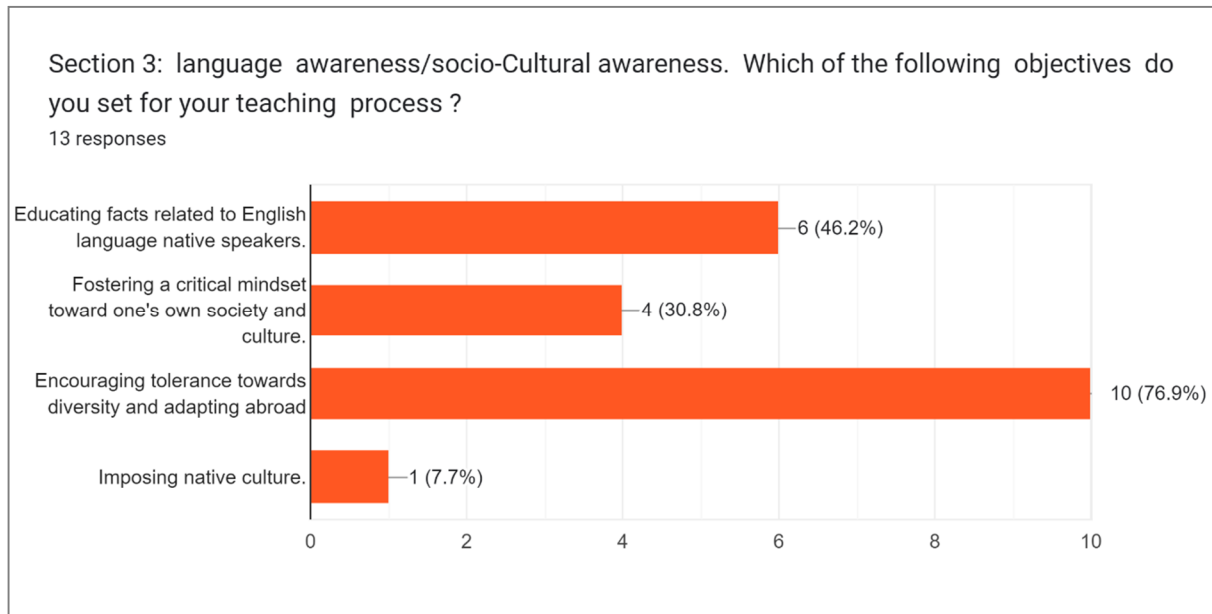
13 responses

In this figure you can see that teachers chose multiple answers. In fact, these responses suggest that the majority of teachers (10) answered encouraging tolerance towards diversity and adapting abroad is the objective set for the teaching process. This followed by a number of teachers answered (6) educating facts related to English language native speakers as the objective. (4) teachers answered that they view that fostering a critical mindset toward one's own society and as the objective, while only (1) answer for imposing native culture.

Q 8: which of the following cultural aspects are present in your lessons?

Figure 8

Cultural aspects present in the teacher's lessons
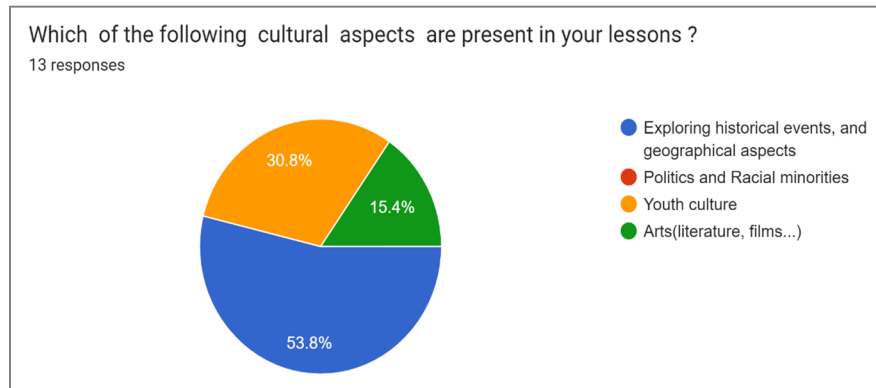
In this figure, we can see that the majority of the teachers at 53.8% see that Exploring historical events and geographical aspects of culture, while 30.8% of teachers see that youth culture is more present, whereas only 15.4% of teachers believe that arts (literature, films...) are more present, none of the participants view that any politics and racial minorities are made available in the textbook.

Q 9: Cultural bias

Figure 9

Cultural bias
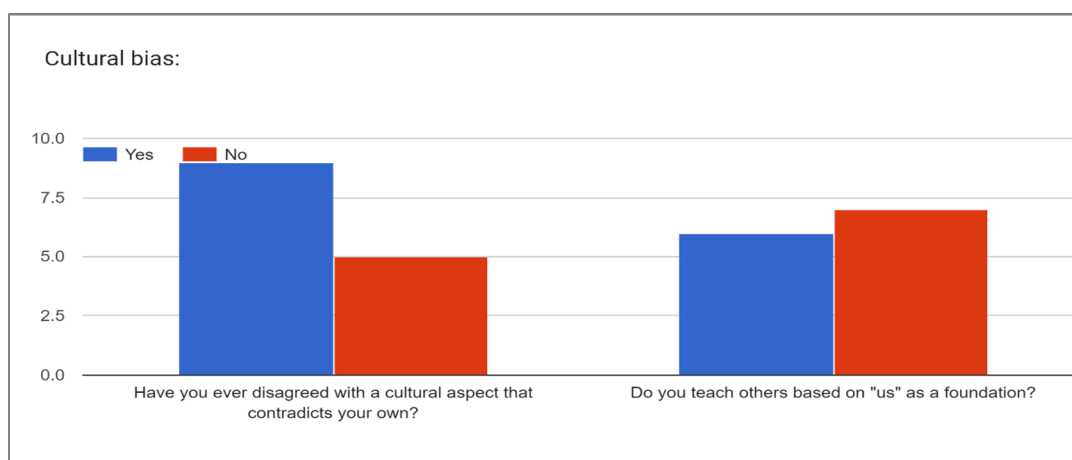
The chart above demonstrates that some teachers do experience cultural bias, while others have disagreements with cultural aspects that contradict their own personnel values.

➢ **Section four: Perceptions of integration**

Figure 10

Impact of foreign cultures on students' cross-cultural awareness

Q 10: Does incorporating foreign cultures have an impact on students' cross-cultural awareness? if so, how would you describe it?

The Pie chart above reveals that the majority of teachers at 61.5% see that foreign cultures have an impact on learner's mindset, while in fact 30.8% of teachers are neutral on the matter, and a small contingent of teachers 7.7% think that it does not.

Q 11: In your opinion, what are the main benefits of including content related to foreign cultures in Algerian textbooks?
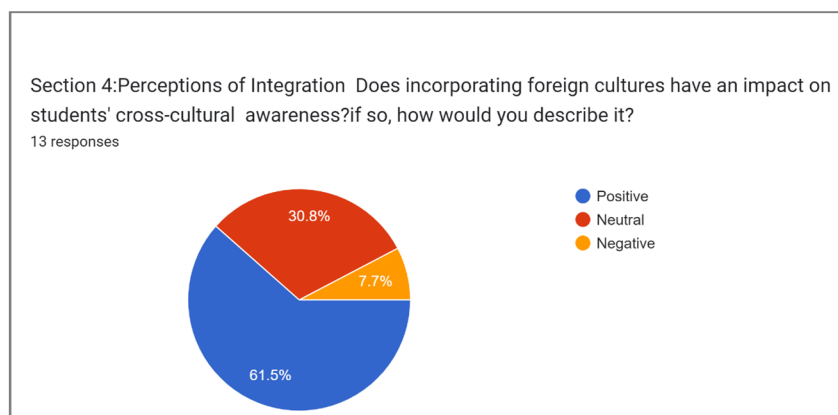
Table 5

benefits of including ontent related to foreign cultures in Algerian textbooks

Question	Number of Responses	Responses
What challenges, if any, do you face when integrating foreign cultures into your lessons?	13	Lack of materials, difficulty of texts, students' difficulty in understanding foreign cultures, lack of interest, difficulties in changing old habits, focus on language skills over cultural content, lack of training and resources, cultural differences, limited exposure, large class sizes, limited technology, students' cultural background, major misunderstandings, curricular discrepancies.

The responses above emphasize that incorporating foreign cultures into Algerian textbooks fosters cultural awareness, diversity, and tolerance, while enhancing critical thinking and language skills. It engages students, making language learning more contextual, and helps them interact with diverse backgrounds. This approach also combats misconceptions, providing a more realistic understanding of foreign cultures.

Q 12: Do you think there is a need for additional training or resources to effectively integrate foreign cultures into your teaching?

Table 6

Additional training or resources to effectively integrate foreign cultures in teaching

Question	Number of Responses	Responses
In your opinion, what are the main benefits of including content related to foreign cultures in textbooks?	13	Cultural diversity, critical thinking, moral lessons, well-informed learners, exploration of other cultures, understanding and appreciation, communication skills, open-mindedness, interaction with diverse backgrounds, information about natives' lifestyle, understanding language points, familiarity with colloquialisms, attracting students to language learning, expanding thoughts, tolerance.

All the participants believe that there is a need for additional training or resources made available to provide teachers the skills they need to give students with critical foreign cultural awareness, as one participant answered "Yes, there is a strong need for additional training and resources to effectively integrate foreign cultures in my teaching because by investing in training and resources, our students are developing the critical foreign cultural awareness they need to thrive in an increasingly interconnected world."

.

> **Section Five: Strategies and Approaches**

Q 13: What strategies that should be used to integrate foreign cultures into your teaching?

Table 7

strategies and approaches recommended by teachers

Question	Number of Responses	Responses
What strategies should be used to integrate foreign cultures into your teaching?	13	Adequate materials for learning styles, more reading and literature sessions, comparing with own culture, content selection and adaptation, interactive learning, technology integration, project-based learning, guest speakers, cultural celebrations, pen-pal programs, live sessions with English learners, new textbooks and materials, real-life experiences, authentic cultural materials, research, CBA approach.

In Table we can say that some teachers feel using authentic cultural material and getting students to compare it to their own culture, adding to that one participant answered culture can be integrated into teaching through more reading to develop critical and devoting sessions or literature One teacher stated "The adoption of the CBA approach, though it's not being effectively implemented among the spectrum of educators in Algeria, and within the techniques that unfold with it could be one of the approaches that fit into our cultural expectations" , this statement is interesting because it suggests that Algerian educators have disagreements about the approaches that fit into our cultural experience. One participant answered it should be done by firstly, content selection and adaptation with focusing on relevance, highlighting similarities and promoting respect and sensitivity. Secondly, utilizing engaging activities such as interactive learning, project-based learning and technology integration, moreover guest speakers or cultural celebrations.

➢ **Section Six: Student Engagement**

Q 14: How do students generally respond to content related to foreign cultures in your classroom

Figure 14:

Response to content related to foreign cultures
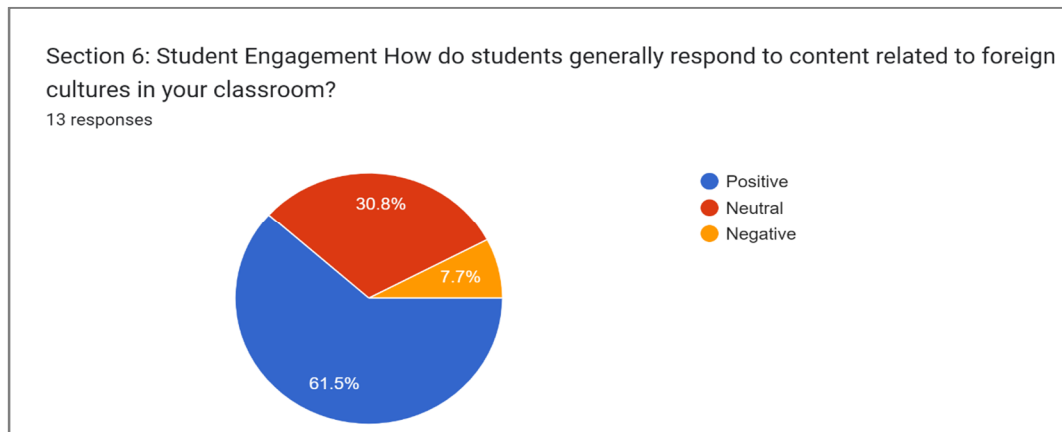
In the chart above we see that students respond positively to foreign cultures at 61.5% of the participants saying so. On the other hand, 30.8% are neutral, and 7.7% agree that students

respond negatively to foreign cultures in the classroom.

Q 15: Have you observed any notable changes in students' attitudes as a result of cross-cultural content integration?

Figure 15

Student attitudes as a result of cross-cultural content integration
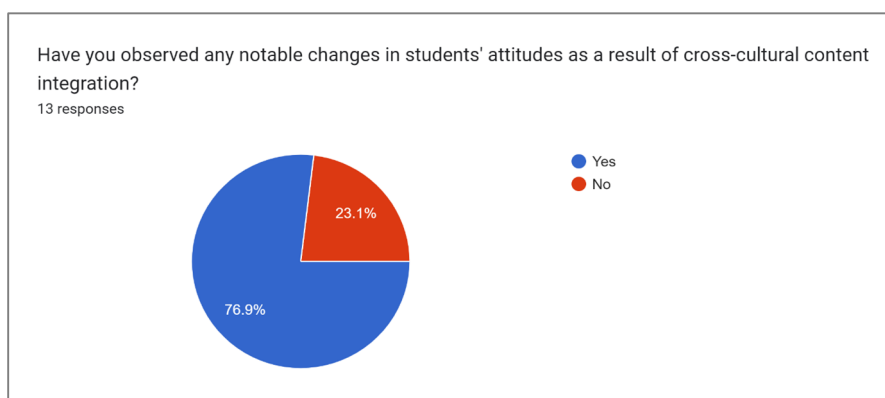
In the chart above reveals that the majority of the participants at 76.9% observed attitude changes in students as a result of cross-cultural content integration, while 23.1% of the teachers think otherwise.

> ➢ **Section Seven: Recommendations**

Q 16: Please share any additional thoughts or comments regarding the integration of foreign cultures in Algerian textbooks and its impact on learners.

Table 8
Recommendations

Question	Number of Responses	Responses
Additional thoughts or comments regarding the integration of foreign cultures in textbooks and its impact on learners.	11	Textbook inadequacy, programme length, teaching morals, none, focus beyond traditional aspects, contemporary media and trends, online resources, immersive experiences, selectivity, fitting aspects to native culture, positive and useful aspects for language teaching, new ideas and cultures for language necessity, critical thinking development, ministry's re-evaluation of textbooks.

In this figure teachers give recommendations concerning the integration of foreign cultures in Algerian textbooks and the impact they have on learners. Responses vary, with dissatisfaction over current textbooks' adequacy and length. There's a call for selective integration of foreign cultures, focusing on positive aspects while maintaining critical awareness of cultural alignment. Overall, there's a push for more engaging and culturally sensitive content that fosters critical thinking and global awareness alongside Algerian cultural identity

.

2.8. Inspectors Interview Data Analysis and Interpretation

The inspector's interview offers an insightful evaluation. The data gathered in the interview is qualitative data given that it only shows the inspectors point of view.

Q 1: How do you ensure cultural inclusivity in your teaching materials?

The inspector answered "Through reading and writing skills (novel and short stories)"

In the passage above the inspector shares that cultural inclusivity is ensured through reading and writing skulls using novels and short stories.

Q 2: Give examples of topics that explicitly cover foreign cultures in your course.

The inspector response to the question was like this "Unit 1 Ancient Civilizations' and Unit6 Feelings and Emotions (fables &short stories)"

The inspectors answer indicates that unit 1 and unit 6 are where foreign cultures are explicitly covered.

Q 3: Does your syllabus include diverse cultures in teaching?

The inspector's answer is "yes"

The inspectors answer indicates that the syllabus in fact include diverse cultures in teaching;

Q 4: How are students encouraged to explore foreign cultures beyond the standard curriculum?

The inspector's response was "Through receptive and productive skills"

The inspector's response indicates that the exploration of foreign cultures is encouraged through receptive and productive skills.

Q 5: How does your syllabus avoid cultural sensitivity among students?

The inspector's response was "The syllabus covers selected materials that rely on keeping the cultural identity of our learners and at the same time presenting a rich material full of information about other cultures."

The inspector's response indicates that the syllabus covers content that maintain learners' own culture, while simultaneously exposing them to rich material full of information about foreign cultures.

Q 6: How do you address challenges when introducing foreign cultural elements in class?
The inspector answered "Sarsing the material provided."

The inspectors answer stipulates that the challenges of introducing foreign cultural elements in class by sifting through and find what is useful or valuable.

Q 7: Do you have any collaborations with educators from diverse backgrounds to enhance the curriculum.
The inspector answer was "yes".

The inspector's response designates that collaboration with educators from diverse backgrounds in fact happen to enhance the curriculum

Q 8: Do you focus on assessing students understanding of foreign culture?
The inspector answered "yes"

The inspectors answer stipulates that a focus is indeed placed on learners understanding of foreign cultures.

Q 9: How do you handle student feedback on cultural aspects in the syllabus?
The inspector's response was "Through a variety of activities to state differences."

The inspector stipulated that student feedback on the cultural aspects in the syllabus is handled by a variety of activities to differentiate the differences between the target culture and learners own.

Q 10: Explain professional development for faculty to incorporate foreign cultures in teaching.

The inspector stated "Reading and writing or listening to authentic materials help teachers to develop their CPD. Getting teachers in touch with other cultures through forums will certainly enhance their performance and professional development."

Enhancing teachers' skills and knowledge about different cultures is the focus of professional development for faculty in incorporating foreign cultures in teaching. Teachers' professional growth can be aided by reading, writing, or listening to authentic materials from other cultures. Additionally, Teachers can improve their teaching abilities and overall professional development by participating in forums where they interact with people from diverse cultures.

Exposure to diverse perspectives and practices in these activities can make them more effective in teaching students about different cultures.

2.9. Findings Discussions

This study investigated the incorporation of foreign cultures in Algerian "New Prospects" textbook, which is exhibited in the manifestation of diverse cultures in the curriculum. Examples of how foreign cultures are explicitly covered include units on foreign cultures, which provide historical and emotional contexts. By including diverse cultures and encouraging exploration beyond the standard curriculum through reading, writing, listening, and speaking activities, the syllabus helps students engage with and appreciate different cultures. The syllabus is designed to balance respecting learners' cultural identities with the introduction of other cultures.

2.10. Research Limitations

Data collection efforts were hindered by the limited enthusiasm and small number of participants to respond, resulting in incomplete responses that inhibited the exploration of

ideas, moreover, the study only analyzes specific units and neglects other materials. Future endeavors should address these limitations for a more comprehensive understanding

2.11. Conclusion

The importance of incorporating foreign cultures into the Algerian 'New Prospects' textbook is highlighted by the analysis of teacher and inspector feedback in this chapter. Novels, short stories, and specific units on ancient civilizations and emotions are used in the curriculum to foster cultural inclusivity, which helps students engage with and appreciate different cultures.

Teachers frequently incorporate British and American culture into their lessons, even when faced with challenges like a lack of materials and student disinterest. Cultural integration is crucial for teachers in promoting tolerance and critical thinking.

While exposing students to other cultures, the syllabus aims to maintain their cultural identities. To enrich the curriculum, teachers choose relevant materials and collaborate with diverse educators to address challenges.

The assessment of students' understanding of foreign cultures is crucial, with most teachers observing a positive impact on their students' cross-cultural awareness. Teaching foreign cultures effectively requires more training and resources. Using authentic materials, engaging in comparative analysis, and engaging in interactive learning activities are recommended strategies.

To conclude, the 'New Prospects' textbook must have cultural inclusivity. By improving teacher training, using diverse materials, and adopting interactive strategies, students will be better prepared to adapt to a globalized world while promoting cross-cultural understanding and appreciation.

General Conclusion

General conclusion

This study has delved into the integration of cultural themes within the Algerian Ministry of Education's 2006 third-year secondary school English textbook, with a particular focus on educational practices in districts like tissemsilt. By employing a triangulated research methodology encompassing content analysis, interviews with educational inspectors, and questionnaires distributed to secondary school English teachers, this research aimed to assess how effectively these cultural elements enhance students' communicative skills and foster cultural awareness.

The findings reveal a nuanced landscape where cultural awareness among teachers varies, highlighting both strengths and areas for improvement in the current curriculum. The 'New Prospects' textbook shows strengths in introducing Algerian culture through historical insights and comparative analyses with British and American cultures. However, shortcomings include a lack of comprehensive coverage of everyday cultural practices ('small-c' culture), which are crucial for enhancing students' cross-cultural communication abilities.

Moreover, the study identifies significant concerns among teachers regarding the depth and relevance of the textbook's cultural representation. Teachers expressed the need for more comprehensive and culturally sensitive content that resonates with students' interests and backgrounds. This discrepancy underscores the importance of addressing cultural sensitivities, particularly concerning religious, historical, and societal differences, when integrating foreign culture into Algerian textbooks. Thus, the suggested hypothesis had been confirmed.

1. The study confirms that cultural elements are predominantly implemented explicitly in the syllabus, aiming to directly enhance students' awareness and understanding.

2. Significant cultural sensitivities were identified, particularly concerning religious, historical, and societal differences, which must be carefully addressed in Algerian textbooks to ensure cultural respect and relevance.

3. Teachers generally perceive the use of foreign culture positively, viewing it as beneficial for enhancing learners' English proficiency and cultural competence.

4. Strategies for promoting cross-cultural mindset: The study supports strategies such as cultural exchange programs, interactive classroom activities focused on diversity, and teacher training on cross-cultural communication as effective in promoting a cross-cultural mindset among learners.

By confirming the stated hypothesis this research contributes to the discourse on improving TEFL practices in Algeria by highlighting the critical role of cross-cultural competence in language education.

Recommendations and Suggestions

To overcome challenges in introducing foreign cultural elements, relevant materials are carefully selected.

By collaborating with educators from diverse backgrounds, the curriculum can be enriched by incorporating diverse perspectives and teaching methods. Additionally, assessing students' understanding of foreign cultures ensures that they not only understand but also appreciate these cultures. To foster a respectful classroom environment, teachers engage in authentic materials and participate in cultural forums to enhance their cultural competence when handling student feedback.

Teacher training workshops that focus on cultural competency can offer practical tools for inclusive teaching. Encouraging collaborative projects between students from different backgrounds enhances their understanding and appreciation of diversity. Facilitating cultural exchanges and providing diverse resources can be achieved through the use of

technology to connect with global educators and students, while diversifying assessment methods to combine projects, presentations, and creative assignments can cater to different learning styles and better evaluate students' cultural competence.

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Appendices

APPENDIX A

Teachers' Questionnaire

Section 1: Demographics.

Name (optional): ………………………

Educational background: ………………………………………………………………

Teaching experience (years): ……………………………………………………

Section 2: Current Practices

How often do you incorporate content related to foreign cultures in your teaching?

☐ Never

☐ Sometimes

☐ Always

☐ Other

• Which foreign cultures are commonly included in your teaching materials?

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

What challenges, if any, do you face when integrating foreign cultures into your lessons?

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

Section 3: language awareness/socio-Cultural awareness.

▶ Which of the following objectives do you set for your teaching process?

☐ Educating facts related to English language native speakers.

☐ Fostering a critical mindset toward one's own society and culture.

☐

Encouraging tolerance towards diversity and adapting abroad.

☐ Imposing native culture.

▶ Which of the following cultural aspects are present in your lessons?

☐ Exploring historical events, and geographical aspects

☐ Politics and racial minorities

☐ Youth culture

☐ Arts (literature, films…)

Cultural bias:

	Yes	No
Have you ever disagreed with a cultural aspect that contradicts your own?	☐	☐
Do you teach others based on "us" as a foundation?	☐	☐

Do you think there is a need for additional training or resources to effectively integrate foreign cultures into your teaching?

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Section 4: Perceptions of Integration

Does incorporating foreign cultures have an impact on students' cross-cultural awareness? If so, how would you describe it?

☐ Positive

☐ Neutral

☐ Negative

In your opinion, what are the main benefits of including content related to foreign cultures in Algerian textbooks?

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Do you think there is a need for additional training or resources to effectively integrate foreign cultures into your teaching?

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Section 5: Strategies and Approaches

What strategies that should be use to integrate foreign cultures into your teaching?

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Section 6: Student Engagement

How do students generally respond to content related to foreign cultures in your classroom?

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☐ Positive

☐ Neutral

☐ Negative

Have you observed any notable changes in students' attitudes as a result of cross-cultural content integration?

☐ Yes

☐

No

Section 7: Recommendations

Please share any additional thoughts or comments regarding the integration of foreign cultures in Algerian textbooks and its impact on learners.

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Thank you for your valuable input! Your insights will contribute to the research on enhancing cross-cultural awareness among secondary school learners.

APPENDIX B

Inspectors' interview

Question 1: How do you ensure cultural inclusivity in your teaching materials?

Question 2: Give examples of topics that explicitly cover foreign cultures in your course.

Question 3: Does your syllabus include diverse cultures in teaching?

Question 4: How are students encouraged to explore foreign cultures beyond the standard curriculum?

Question 5: How does your syllabus avoid cultural sensitivity among students?

Question 6: How do you address challenges when introducing foreign cultural elements in class

Question 7: Do you have any collaborations with educators from diverse backgrounds to enhance the curriculum.

Question 8: Do you focus on assessing students understanding of foreign culture?

Question 9: How do you handle student feedback on cultural aspects in the syllabus?

Question 10: Explain professional development for faculty to incorporate foreign cultures in teaching.

Summary

The study examines the integration of foreign cultural themes in the Algerian secondary school English textbook "New Prospects" and teachers' responses to these themes. It aims to understand the extent of cultural inclusion and its impact on students' cultural learning.

Key research questions address cultural presentation in the syllabus, potential cultural issues, teachers' views on using foreign culture in English education, and methods to promote cross-cultural understanding. The study makes several assumptions about cultural content, teaching approaches, and sensitivities. Using both theoretical and practical approaches, the research employs content analysis of "New Prospects," interviews, and questionnaires with 14 teachers and one inspector from Tiaret and Tissemsilt districts. It utilizes Byram's framework for analysis. The study emphasizes the importance of cultural integration in English education despite challenges. Recommendations include improving teacher training, using diverse materials, and adopting interactive teaching methods to enhance cultural understanding and appreciation. This research aims to inform policymakers and curriculum developers in Algeria about effectively incorporating foreign cultural elements in textbooks to prepare students for global engagement.

الملخص

تتحدث هذه الدراسة عن دمج الموضوعات الثقافية الأجنبية في كتاب اللغة الإنجليزية للمرحلة الثانوية الجزائرية "آفاق جديدة" واستجابات المعلمين لهذه الموضوعات. تهدف الدراسة إلى فهم مدى تضمين الثقافة وتأثيرها على التعلم الثقافي للطلاب. تتناول الأسئلة البحثية الرئيسية كيفية عرض الثقافة في المنهج، والمشاكل الثقافية المحتملة، وآراء المعلمين حول استخدام الثقافة الأجنبية في تعليم اللغة الإنجليزية، وطرق تعزيز الفهم الثقافي المتبادل. تفترض الدراسة عدة أمور تتعلق بمحتوى الثقافة، وأساليب التدريس، والحساسيات الثقافية. باستخدام منهجين نظري وعملي، يعتمد البحث على تحليل محتوى "آفاق جديدة" والمقابلات والاستبيانات مع 14 معلمًا ومفتش واحد من منطقتي تيارت وتيسمسيلت. يعتمد التحليل على إطار عمل بايرام. تؤكد الدراسة على أهمية دمج الثقافة في تعليم اللغة الإنجليزية رغم التحديات. تشمل التوصيات تحسين تدريب المعلمين، واستخدام مواد متنوعة، وتبني أساليب تدريس تفاعلية لتعزيز الفهم والتقدير الثقافي. تهدف هذه الدراسة إلى إعلام صناع السياسات ومطوري المناهج في الجزائر بكيفية دمج العناصر الثقافية الأجنبية بفعالية في الكتب المدرسية لإعداد الطلاب للانخراط العالمي.

Résume

Cette étude examine l'intégration des thèmes culturels étrangers dans le manuel d'anglais du secondaire algérien "New Prospects" et les réponses des enseignants à ces thèmes. Elle vise à comprendre l'étendue de l'inclusion culturelle et son impact sur l'apprentissage culturel des élèves. Les questions de recherche principales abordent la présentation culturelle dans le programme, les problèmes culturels potentiels, les opinions des enseignants sur l'utilisation de la culture étrangère dans l'enseignement de l'anglais, et les méthodes pour promouvoir la compréhension interculturelle. L'étude fait plusieurs hypothèses concernant le contenu culturel, les approches pédagogiques et les sensibilités culturelles. En utilisant des approches théoriques et pratiques, la recherche emploie l'analyse de contenu de "New Prospects", des entretiens et des questionnaires auprès de 14 enseignants et un inspecteur des districts de Tiaret et Tissemsilt. Elle utilise le cadre de Byram pour l'analyse. L'étude souligne l'importance de l'intégration culturelle dans l'enseignement de l'anglais malgré les défis. Les recommandations incluent l'amélioration de la formation des enseignants, l'utilisation de matériaux diversifiés et l'adoption de méthodes d'enseignement interactives pour renforcer la compréhension et l'appréciation culturelles.