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**Evaluation of 3rd Year Secondary School Textbook “*New Prospects*”
in Terms of: Target Culture Integration, Activities, and Tasks**

Dissertation Submitted to the Department of English in Fulfillment of the Requirements for
the Degree of Master in Language and Culture

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Dedication1

To my mother, the steadfast anchor in the ever-shifting tides of my journey, your love is the bedrock upon which this work stands. To my Family, the vibrant constellations that have illuminated the darkest nights, your presence has been my guiding star. And to all who find resonance in these words, your unseen threads have woven the fabric of this dissertation.

This is for you

Dedication2

To my parents, whose limitless love and unwavering support have molded the core of my being. To my family, whose affection and joy have brightened my soul and to my friends, whose constant companionship and insight have been my guiding lights. This dissertation stands as a tribute to your profound belief in me, your enduring encouragement, and the countless moments that have lifted me up. With all my gratitude, I thank you.

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Abstract

The aim of this study is to evaluate the textbook *New Prospects* of 3rd year of English of secondary school, and perceive teachers' opinions and views towards the integration of Target Culture in the activities of *New Prospects*. In order to reach our objective, we opted for a descriptive method in which a questionnaire and a checklist are designed to evaluate the integration of the Target Culture and activities of *New Prospects*. Therefore, thirty (30) teachers are chosen randomly from different secondary schools in Khenchela and were asked kindly to complete the questionnaire to help us carry out our study. Moreover, a checklist is adopted in order to see to what extent the elements of the Target Culture are presented in the textbook of English of 3rd year. Results show that teaching language requires teaching its culture, and learners could be motivated more to learn foreign languages when they are exposed to its Culture. However, *New Prospects* doesn't deal deeply with the Target Culture and designers of the book neglected many elements that should be taught to students such as: customs, food, beliefs, values... and they emphasize more on Education and History. Thus, some improvements should be done on the level of the educational curriculum of secondary schools.

Key words: textbook, evaluation, Culture, *New Prospects*.

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General introduction

1. Background of the Study

In the course of more than sixty years of development, Giaschi (2000) notes that English today in the world is one of the key aspects of education. Expressing a similar view, Crystal (2003) asserts that growth in the number of EFL learners has resulted in approximately 85% of global organizations using English as an official language.

In this respect, Algeria has witnessed a rise in the teaching of English within the school system whereby it has been made a foreign language alongside the mother tongue and French as a second language. English Language is important for various reasons and it includes development in the fields of science, technology, culture and so on. Therefore, the Algerian government tends to create textbooks that fit the learners' needs and expectations.

There are numerous experiences that must be undertaken before one can embark on designing a textbook such as: illustrating and typesetting. Of all elements of learning, a textbook remains a key topic of focus and the foundation of the teaching learning process. It is what every learner takes with the understanding that certain goals and objectives, which all educators agree on and are commonly accepted as the foundation of education, will be achieved. Writing a textbook is one of their hardest and greatest challenges because, first of all, the written text is the first implement of the curriculum appealing to the learners and how they should think, feel, and respond to the text in order to fulfill the general and specific aims of education.

Language and culture are inseparable elements of a society in the way that they influence each other. On the one hand, language is considered to be an aspect of culture, while it is also said that culture is passed on through language- thus, the two aspects are intricately connected and function together. Teaching a language effectively includes considering culture in the language teaching curriculum where it is taught through various materials and techniques. In turn, such an environment will encourage the students to struggle to be part of the learning process.

Language teaching is greatly influenced by the practice of teaching a foreign culture. This enhances the learners' cultural appreciation for both their own culture as well as the target culture. Furthermore, it helps them, in a way, find out what is similar to and what is different from their own culture and the target culture. In addition, in this way, learners would develop

a kind of tolerance in a more open world around them. This also reduces the cultural shock felt by learners and helps them to appreciate the diversity of the target culture. Meanwhile, the aim of this research is to determine whether the target culture is incorporated in the Algerian textbook “New Prospects”.

2.Statement of the problem

It appears incomplete when teaching a foreign language (FL) only in terms of its structures, because every language has to be taught alongside its culture. A textbook is viewed as the most appropriate teaching aid for the teachers, as it furnishes the learners with the language provision. A textbook should, whenever possible, encourage the elements of the target culture; such elements should be introduced into the process of learning in a way that encourages intercultural interaction and enhances cultural awareness amongst learners. Several studies were conducted to evaluate the textbook but few of them focused on the integration of the Target Culture in activities.

3.Aims of the study

This study aims to

- Evaluate the integration of Target Culture in the activities and tasks of “*New Prospects*”
- Examine the different views of teachers of English concerning the usefulness of textbook “*New Prospects*” to teach the Target Culture.

4.Research questions

This research paper seeks to answer the following questions:

- To what extent does the textbook *New Prospects* integrate cultural components in its activities?
- Do teachers of English of secondary schools have positive or negative attitudes towards the usefulness of “*New Prospects*”?
- What are the main elements of the Target Culture that are presented in “*New Prospects*”?

5. Research Hypothesis

We hypothesize that:

The English textbook “*New Prospects*” is considered to be an effective tool to teach learners about the Target Culture.

6. Research Methodology

In order to achieve the aims of this study, a descriptive approach is the most suitable one to implement, since we are seeking to discern teachers’ views concerning the integration of the Target Culture in “*New Prospects*’ activities. A questionnaire is designed to target 30 teachers of English of Secondary schools and a Checklist is designed in order to evaluate the textbook in terms of the integration of the Target Culture components. Data was measured, interpreted and discussed.

7. Significance of the study

This research holds great importance as it aims to describe and analyze the content of the third-year textbook “*New Prospects*” in an attempt to find out whether cultural elements are integrated, and how these elements are suggested to learners in different activities and tasks. The focus is whether the textbook helps the learners in raising consciousness toward the foreign culture or the native one. This research will also explore the level of readers’ awareness of the Target Culture.

8. Structure of the Dissertation

The dissertation is composed of two chapters. The first chapter talks about Culture and the textbook; it includes definition of culture, language and the relationship between language and culture, the importance of teaching culture and approaches, as well as it will shed light on the status of English in the Algerian Educational system; its principles, components and the techniques used to teach Culture. It also explains textbook evaluation, its types, and how culture is presented in the textbook. The second chapter is devoted to the analysis of the third year secondary school textbook to investigate the cultural components within its activities and tasks.

Chapter One: English Language and Culture

Chapter One: English Language and Culture

Introduction

This chapter aims to introduce the concept of integrating Culture in English Language Teaching. Therefore, it starts with defining language, its approaches and gives a hint on the status of English in the Algerian Educational system. After that, we move on to the second concept which is culture, starting with its definition, origins and how can culture be taught using different principles and approaches. Finally, the textbook is defined, since it is the most important tool used by teachers; with reference to the techniques of textbook evaluation and its importance.

1. Culture and Language

1.1. Language

1.1.1 Definition of Language

More generally, language could be seen as one of the deeper traits which distinguishes us from other living beings. Human language is special in that it serves human beings for the dissemination of one's thoughts and emotions, that is, encoding and decoding messages, concepts, and information. According to Sapir (1921. p. 23): "Language is a purely human and non-instinctive technique of choosing a never-ending variety of signals for the purpose of communication ideas, feelings and wishes by means of a system of vocal behavior that is habitually used in a given community". In other words, language is one of the defining characteristics of human beings in the discourse with other beings in the sharing and existence of ideas and emotions. Linguistically speaking "language" for Chomsky (1994) refers to "a set of finite or infinite sentences, each finite in length and formed from a limited selection of components" (p. 13).

Nevertheless, historically, there have been conceptions of language which differ vastly from this in that it has been seen rather as a tool existing within the human body, or as these social, patterned behaviors that guide the system or structure (Sharifian, 2015). Hence understanding language could not be confined to simply that of a mental system. It became understood as being a functional social communicative system. As Cunnings Worth (1995, p.86) famously said, "[our emphasis] An approach which in effect relegates language to the status of an abstract system would be useless in equipping learners to use the language in the

real world". This means, in simple terms, that language cannot be learned perfectly just like that without using it in real life social interactions.

1.1.2 Language teaching

Since language is recognized as a purposeful and self-ruminating quest, teaching a second language may be regarded with many perspectives, be it science, technology, craft or even art (Dewey, 1958). As a consequence, these views of second language teaching also make different claims about the competences that language teachers are to possess in order to teach the language effectively. Who (1985. p.11) quotes 'apart from socio-cultural and linguistic issues, and psycholinguistic ones as well, and materials and methods, language teaching includes other things which are interrelated with language practices.' This means that language teaching encompasses a number of things in order to be effective in the process, and teachers as the facilitators are to be able to develop and implement their aims based on the needs of their learners and adjust their teaching style as appropriate.

1.1.3 Methods and Approaches to Teaching Language

As the English language continues to spread, language practitioners and language scholars have made various attempts in producing, and innovating different techniques and approaches which have been utilized in the teaching and learning of the language. However, while discussing the teaching profession in a sense of participation in the organization of classroom activities, it is preferable to speak about specific methods used rather than the entire approach adopted, according to Anthony's model of the distinction between approach, method and technique in the teaching concepts. Hence, he asserts that (1963): "Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural (p. 17) ».

To put it differently, an approach is the particularization of the theory of language instruction and language. But methods are the realization, the implementation of the theory at the level of the approach, in practice. English teaching has experienced intense shifts and changes over the years, and the teaching methods have evolved and changed along with the improvements. The methods and approaches have to change according to the learners' needs, the attitudes of the teachers and the concept of language over time in order to find a more suitable and efficient way of organizing the language teaching industry.

1.1.3.1 Grammar Translation Method

A second or foreign-language teaching approach termed Aspects has its origins in the 19th century, and Seiden-stücker (1765-1817), Plotz (1819-1881), Ollendorf (1835), and Meidinger (1765-1822) are among the pioneering German linguists who designed it for Latin and Greek. This approach assumes that the grammar rules of the first language are directly translated into the structure of the second language. Stern (1983), in his consideration of the grammar-translation method in *the Fundamental Concepts of language Teaching* expresses, “first language is maintained as the reference system in the acquisition of second language” (p.455). Hence forth, it can be stated that this approach tends to lay more emphasis on the acquisition of grammatical rules and learning of words in isolation with an emphasis on reading and writing activities over encouraging speaking and developing the communicative competence of the learners. This approach is beneficial in producing teachers who are masters of grammar and writing but it is also common for this approach to be applied in the reading of literary works. However, it also created people who could not communicate nor contribute to the society. The latter was a major flaw of that approach and one of the reasons why more efficient ways of teaching a foreign or second language had to be devised.

1.1.3.2 The Direct Method

Many efforts were done to introduce the natural methods to language teaching date back to the 17th and 18th century practices of teaching conducted by Sauveur (1874) whose premise was that a foreign language can be taught through demonstrating what a mother tongue does - using it almost exclusively in speech without translation. This approach was further developed by Frank (1884) who realized that the most efficient method of language instruction is the usage of that particular language in class activities.

The efforts to aid language acquisition naturally form the basis of what is referred to as the Direct method. The first objective in applying this method was the one set by its creator Berlitz (1878) who constantly called it in his schools the Berlitz method, this aim is solely focused on allowing the students to communicate in a foreign language as it is understood that language means more than knowing it. It is for this reason that the main objective of employing the direct method was to equip the learners with relevant skills of the target language that they will be able to use appropriately (Richard 1986).

The Direct method was viewed as only effective in the context of private language learning settings, as it is highly motivation and near native level competencies demanding; in the end however, despite its high effectiveness many could not employ such a technique in public schooling. In addition, Richards's *Approaches & Methods in Language Teaching* book notes this approach was also criticized for minimizing the use of mother language to almost zero level. He (1986) rightly asserts that:

“critics pointed out that the strict adherence to direct method principles was often counterproductive since teachers were required to go to great lengths to avoid using the native tongue when sometimes a simple brief explanation in students' native tongue would have been a more efficient route to comprehension” (P.10-11).

Not with standing all these criticisms and limitations, it is beyond dispute that the direct method enjoyed and continues to enjoy significant success with positive effects on aspects such as control of pronunciation, making efficient communicators, and even the motivation of learners.

1.1.3.3. Communicative Language Teaching

Communicative language teaching (CLT) is a movement that emerged in England in the late 1960s and it is rooted to the many developments that occurred in British language teaching. "Practicing basic structures in meaningful situation-based activities" was the main emphasis of the situational approach designed for language teachers. (Richard, 1986. p.64). This was unsatisfactory, more so, because the approach sought to develop such skills out of an over dependency on "mere mastery of structures" (Richard, 1986. p.64), and so there was a shift towards language teaching that emphasized on language use.

The first time this approach was presented as a practical communicative use of language was in Wilkins (1972) in the analysis of language needed to convey certain meanings which would be understood by the learner, and for this reason, Wilkins made two key substances developed, in his paper which nowadays is a book "Notional syllabus" (1976) focusing on CLT, Wilkins made two key substances developed, in his paper which nowadays is a book "Notional syllabus" (1976) focusing on CLT.

These categories were described in terms of ideal types and dimensions of communicative functions. The concept of Wilkins has played a very important role in the development of CLT. Hymes (1972) noted that language teaching aims at developing communicative

competence. Firth (1957) advocated that a language should be learnt within its socio cultural context. Thus, and on the other hand, it was asserted by Littlewoods's (1983) that "one of the most characteristic features of CLT is that it makes systematic attention to functional dimension as well as structural dimension of a language" Furthermore, CLT was perceived to be over and above the mere synthesis of functional and structural aspects of language.

As stated by Richard (1986), "Each learner has to make an effort to use the language resources available to him or her to do the tasks at hand, very often working in pairs of groups" (p.68); this is CLT describes. In other words, CLT is realistic as it can be used deployed in the actual teaching/learning process with both students and teachers. In addition, the characteristics of Dr. Audio-lingual methods and communicative approaches by Finocchiaro and Brumfit (1983) brought out certain basic aspects of CLT which can be put in a few points: CLT meaning is very important -how irritating and impractical is the communicative purpose of such used-if any imaginable-tasks as the performance of diligently memorized sentences in contexts; above all, the traditional and contextualized ways of language teaching apart from the ways that ensure articulation and interaction of such language. The communicative approach's main objective is the development of a learner's ability to perform certain language-related activities in real-life situations (Nunan, 1988).

As the learners' needs, their levels and backgrounds differ, many methods and approaches to language teaching have been developing and changing over years. Each method or system attempts to address certain goals and accommodate the social and cultural characteristics of the learners.

1.1.4. The status of English in Algerian Educational System

Due to the global socio-economic transformations as well as the integration of communities, it is acceptable to say that English is ought to become the universal language of academia and research. Consequently, given the country's wide international reach, Algeria is always striving to keep pace with these trends for it social economic sustainability in the world. For this purpose, and quite recently, the Algerian state had to engage in a rivalry between the tongue of the colonizer; the French language which was already entrenched amongst the educated citizens of the post-independence Algerian society, and the language of development and information; the English language that was increasingly fighting for its place in the education sector of Algeria also in line with the expansion and globalization trend.

As a result, within a duration of a couple of years, the place of English language in the Algeria education shifted from its use as a second foreign language to the use of it as the first foreign language, that is, the language of knowledge and science within the Algerian educational system. Such introduction of the English Language in the Algerian system was all due to the strong commitment to realizable ambitions of restructuring the obnoxious administrative directives, socioeconomic, political, educational and other systems that existed after all the oppressive experiences that characterized Algeria from the time of colonialism to Arabization, and even the collapse of education at that time. Milliani (2000) insists that:

“In a situation where the French language has lost much of its ground in the socio-cultural and educational environments of the country; the introduction of English is being heralded as the magic solution to all possible ills-including economic, technological and education ones” (p.13).

Moreover, there is a need to agree on the most appropriate teaching and learning method that suits the teachers and the learners to make EFL effective in the Algerian education system. So, Algeria adopted the communicative and competences based approach that aims at the exposure of the learners to the target language situations and cultures instead of just the grammatical structures dressed.

1.2. Culture

1.2.1 Definition of Culture

Culture is not an easy term to describe. It is a representation of one's self-image and how others view that image. Many definitions exist. Some anthropologists regard 'culture' as their prime source of national identification, while a communication specialist sees it as a primary factor of communication; or psychologised – interpreters of cultures emphasis that culture is the mindset of that person (Damen, 1987).

The first attempts to define culture were made by anthropologists. This term is a central tenet for their respective disciplines. Tylor (1871) provides what is considered by some as the most exemplary definition when he looked at culture and said that it is “ "complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society " (p.36).

As a behaviorist, one sees in culture the transmissible practice which accounts for the existence of a people and its difference from all others. According to Nostrand (1989), in his attempts to define culture, the author refers to the shared expectations and underlying principles that shape the behavior of individuals in a society. In the same vein, Brooks (1964) views culture as the totality of the behaviors and practices that are learned and shared within a societal group, while Peck (1998) focuses on the activities of individuals; for instance, concerning the social aspect, its manners and interactions. Therefore, every culture is what distinguishes a person from an animal in their conduct.

In addition, there exists a perspective within culture which relates to Capital “C” and small “c”. The former refers to the tradition of the historical stories, geography, art or literature, music and so forth of any given society. This is the standard definition of culture that can be found in textbooks and encyclopedias of culture. Before culture was understood in a wider connotation encompassing those systems of restraint that were internalized and promoted everyday behavior and interaction. All cultures as expressed in both limited and expanded definitions have the following definition which was given by Goodenough (1957): “Culture is not a material phenomenon; it does not consist of things or people, behavior or emotions. It is more rather an organization of these things. It is the form of things that people have in mind, models for perceiving, relating and otherwise interpreting them” (p.57).

1.2.2. Origins of Culture

The term ‘culture’ has many connotations, but most of them stem from the literary and agricultural Latin word ‘cultura’ or ‘colere’ which means cultivate. In this regard, it is argued by some scholars that agriculture is the beginning of everything. O’Sullivan et al. (1994) stated that “Culture stems, originally, from purely agricultural root; culture as cultivation of the soil, of plants, culture as tillage”. They have included that also has a biological aspect, whereby it is often used to refer to the propagation of micro-organisms. Therefore, cultivation, in this context, means making the earth ready for the planting of crops. This term can also apply to people, not only in the agricultural sense, but for instance teaching people how to use their power in formulating rules for social order is termed as cultivation of mind or civilizing societies and managing their interactions. This creates the notion that being a ‘cultured’ or ‘cultivated’ individual means being sophisticated and possessing a significant education without going to extreme lengths (O’Sullivan et al, 1994).

2. Teaching Culture

2.1. Principles for Teaching Culture

In the context of foreign language instruction, what are the key principles that should be followed when teaching the cultural aspects in order for students' culture competence to be developed? In this regard, there should also be specific cultural teaching conditions and clear teaching objectives which will assist in the achieving of these objectives. As noted by Byram and Morgan (1994), the use of pedagogical principles in culture teaching is inescapable. Therefore, culture teaching should have the following four components: the cognitive principle, the assimilative principle, the comparative principle, and the tolerant principle.

- **Cognitive Principle:** The emphasis on culture in foreign language teaching focuses not on the students' reproduction of the desired culture, but comprehension of it by the students themselves. According to the International Journal of Humanities and Social Sciences (2012), where the cognitive principle is concerned, the case of understanding should receive more consideration than the case of doing. This is what we understand by the cognitive Principle in educational culture. As it can be employed in teaching languages. In fact, even many language teachers have never been abroad. Their observation of the target culture is therefore mostly secondary. Furthermore, most students are not likely to study or work in the community speaking the target language; thus, they acquire knowledge of the cultural aspects of that particular language through other means available. That is all they do, they simply prepare for any future attempts at engagement with that particular culture. This is because the learner has to learn the language of instruction, as one of the aspects of learning and teaching a language is that culture can be learned. Further, apart from the foreign languages courses that other universities offer, there is not an independent subject that relates with cultures for those students who do not major in English, but in fact it is a component of such a curriculum under which these people learn the basics of the cultures of their countries while at the same time studying foreign languages. Each and every lesson should, therefore, include an examination of the cultural practices of the desired community or peoples. This will enable students understand the differences in cultures and how to appreciate them.
- **Assimilative Principle:** When we talk about the assimilative principle, we mean that when it comes to foreign language and culture teaching, simply helping the students appreciate and elucidate the core of the target culture is not the most primary concern

there is. However, it is more important to harness the best of the target culture. There follows some clarification to this position. Every culture possesses its own national features and every nation is in need of healthy assimilating of the alien progressive cultures for self-preservation because all the cultures have their positive and negative aspects in this case. Therefore, it is only natural for cultures to mix so that each culture could benefit from the positive aspects of the other. Thirdly, in the contemporary times due to the advancement in technology and science, the world has turned into a global village that enables contacts and interactions in cultures to be on the rise. Mixing of various cultures is already happening as a result. This has led to the cultures moving towards diversity. In a nutshell, by infusing aspects of alien cultures into our own, we keep our own culture alive (Byram & Morgan, 1994)

- **Comparative Principle:** The process of evaluating one's own culture against the culture being acquired is called the comparative principle in order to establish similarities and dissimilarities. For example, in itself the culture of Chinese is in some way close and in some ways, is different from Western cultures. Principles such as these allow students from China to make a correct judgment on the two cultures. In this way the students will be able to know what is considered acceptable or unacceptable within this new one without confusing it with their own belief and culture (target culture). The comparison done in this way allows the students to understand better the target culture and offers explanation for the various ways of behaving adequately within a culture and helps avoid imposing one's own culturally standardized behavior on others. It is only through comparisons, that people can appreciate the elements that make culture different, and also learn about the boundaries that guard acceptable and unacceptable behaviors so that new cultures are not embraced without discrimination. Too therefore, people's understanding and knowledge is elevated and that is aimed at addressing whatever misconceptions that they had earlier on. So, the students get a chance to improve their skills in interaction with people (Byram; Morgan 1994).
- **Tolerant Principle:** Cultural non-discrimination, is one of the major principles in cultural teaching. In learning of second culture, students are often faced with the new culture via the lenses of their own native cultures. So ethnic discrimination, mixed with ethnocentrism, cultural stereotypes and cultural intolerance cannot be avoided. Yes, the issue of stereotyping is predominant in most societies due to ethnocentrism, 'The Worldview of one's own culture is Central to all Reality' as stated by Bennett (1984, p.33). This comprises of placing oneself above all

other societies and looking down upon them. Ethnic stereotypes are generally persistent beliefs about a certain group, society or region. These systems are however, not devoid of Cultural Prejudice which intends pamphleteering the society with negative or unreasonably intolerant attitudes.

“Both learners and the teacher should be encouraged to find their own position between the two cultures so that they can appreciate different cultures and expand their views without risking their identity and over-simplifying or over-generalizing their ideas toward different cultures (p.147).”

To be fair to Kramersch (1993), she insists a deeper look into language and cultural education provides a number of benefits. First, that of interculturality, where cultural education is not only the transmission of knowledge from one culture to another, but also the positioning of one culture relative to another. Secondly, culture is taught not as an integral chain of facts, but as something that may exist outside the scope of a particular country and that allows interacting with peoples from that country. Thirdly, this means nation and gender, age and race, which means that all these personal characteristics are to be considered of different importance while looking at communities in the modern world. In other words, one has to understand that cultures are not monolithic. The last one concerns blurring the traditional lines of a discipline; these are all areas of cultural teaching and things like anthropology or semiotics.

2.2. Techniques for Teaching Culture

One must appreciate the significance of a culture before imparting it to students in class. The question of the teachability of culture as an aspect of classroom instruction has been addressed by several researchers. Peterson and Coltrane (2003) presented different ways of teaching culture that would be of help to teachers who are interested in teaching language alongside culture.

1. Authentic Materials: The incorporation of authentic materials from the local language community can actively involve students in genuine cultural practices. Such materials can be in the form of films, television news programs, or specific TV series or websites, and also include other printed materials such as ads, surrenders, newspapers, restaurant lists, tour brochures, and different other booklets.

2. Proverbs: As Ciccarelli (1996) points, there may be a number of universal proverbs in the target language which are similar or dissimilar to those of the particular language not being

studied by the students-the differences being helpful to the appreciation of their historical and cultural contexts.

3. Role Play: Students are prepared in roles to help them deal with culture and enact behaviors. For example, students are put into the roles of foreign students coming to USA for the first time and are taken into a restaurant for lunch. The visitor arrives and greets the attendant and requests a menu... and so on. This greatly assists the learners in enhancing their cultural appreciation and modifying their responses to real and similar situations in the objective culture (Benmostefa,5).

4. Culture Capsules: Objects or photographs from the segment of the culture can be shown to the students (for instance: jewelry, tools, figurines or art). After that, it is their responsibility to look up some information on the object(s) presented whether via some investigation or research, or because it is contained within their own knowledge. At this point they would either compose a short essay or give an oral presentation on the significance of such an object (or such objects) in culture. Such activities can also be used by teachers as introductory exercises before exploring wider cultural, temporal and linguistic issues that are connected with such objects. In other words, the context is crucial in ensuring effective assimilation of culture capsules by the learners.(Benmostefa 5)

5. Students as Cultural Resources: In the classroom, educators may incorporate exchange learners, immigrant learners or learners communicating in the target language as expert sources.

6.Ethnographic Studies: The best way for students to get acquainted with the language and culture of the target language is to be introduced into the community for research purposes.

7.Literature: The majority of the texts attempts to engage the reader in an immersive experience and are dominated by cultural notions, Mood and emotions are at work in this respect too; Dean finds a pendant for a student. Selected readings targeting a specific classroom population may serve students wishing to understand the culture very well.

8.Film: Textbooks may not always contain the insights necessary to display certain behavioral tendencies that are captured in films or television shows.

2.3. Approaches to Teaching Culture

The "Approach" is defined as teaching oriented to different instructional practices rooted on theories, philosophies and principles (Longman Dictionary of Language Teaching and Applied Linguistics, 2002). In this regard teaching culture has undergone several years creating different theories and principles that culminated into various approaches. Some

approaches emphasize mainly on the target culture, while some depend on the contrastive analysis of the learner's culture and their respective target culture. (Benmostefa.N,b,n ,d.p1)

2.3.1. The Mono-Cultural approach

The focus is on the native culture, and by the year 1970 culture instruction was already practiced alongside the teaching/learning process, mainly speaking of the cultures, a mono-culture would be in lectures only such as; Landeskunde in Germany, which is a culture related module, civilization in France, background in studies in UK and USA etc. On the other hand, there is also another foreign culture oriented approach which deals with the study and understanding of the cultures in question, without ever turning back to the native culture. It aims at developing learners' communicative competence, and an ability to respond as a native does (Benmostefa.N.b,n ,d.p,3).

2.3.2. The Comparative approach

Aimed at specific cultural groups, the first part explores the culture from the perspective of the student. This implies that a bore culture can be understood through a two-dimensional comparison. As a result, several elements of cultural awareness are used by learners. They recognize that they cannot learn about different cultures without accommodating some consideration of the cultures themselves. This process, however, is not tantamount to evaluation but rather engagement in which the other culture becomes more intimate than the primary one. Based on this, it is possible for a learner to appreciate both their own culture and the culture that they are being exposed to in different ways which broadens their horizon and promotes tolerance and respect for others. Moreover, in line with Risager (1998), this approach also encompasses two further approaches: first of all, the intercultural approach which pursues the understanding that learning cultures is easier through comparing and contrasting. This is done so that the learners get to understand the differences and similarities between the two cultures. Although more often than not the target culture is the focus, it nonetheless works towards development of their intercultural communicative competence thus enabling them to function as cultural in between the native culture and the foreign culture. Multi-cultural approach on the other hand holds the premise that the target culture is composite of several cultures. It looks at the various ethnic, linguistic and cultural elements that exist in the other country vis a vis the learners culture example the United States as a multicultural society (Benmostefa.N.b, n,d.p,1).

2.3.3. The Trans-cultural app

According to Risager, foreign language education should be oriented towards highlighting international communication in the context of different cultural groups. Actually, her proposal seeks to explain that the growing globalization and economic development of the world has made it necessary. Furthermore, it doesn't compare NC and TC for that matter either. (Benmostefa.N.b,n ,d.p,3)

2.3.4. The Task-based approach

The focal point of the students concerning the theme of their research is expressed with regard to the relevant setting. They also do not operate individually; they come together as well in groups or pairs to work on the same aspects of the topographic culture. After the activity is complete, the participants exchange their findings and discuss them with each other. (Benmostefa, N.b, n.d.p.5)

2.3.5. The Problem-based approach

This is applied for the aim of boosting the desire among the learners to embrace the target way of life and also help them in developing interest in reading by revealing numerous issues concerning it. To this facilitator as a teacher, he is able to help provide background information on the research issues and also assist in finding materials related to such issues. In this regard, this teacher organizes his students into teams so that they can work on the problem and the solutions will be found in the end. (Rhem, 2018, p. 1).

In addition, all former cultural strategies were more or less endorsed across the spectrum of practices, while their significance could only be cultivated with the help of undertaking advanced technology: films, pictures, sound material, etc.

2.4. Teacher's Role.

The educator is among the components that contribute to the teaching and acquisition of languages. According to Leveridge (2008), it has always been the responsibility of teachers to convey to their students the traditions, beliefs, and values that surround the particular language. Language teachers should also appreciate the fact that anything that people have thoughts about can be presented in more than one way. Meaning exists not only within cultures, but within a particular perspective or conceptualization that one holds based on their experiences in life, as well. Therefore, one does not simply focus on explaining the meanings

of certain terms; this person also has to explain the context which led to the respective wordings

As highlighted by Hoang-Thu (2010), it is completely erroneous to assume that language educators would have no problems in incorporating culture into their teaching since appreciation of any aspect of culture for that matter takes great effort, not to mention deciding what culture to base their instruction on. In addition, without any preparation on how to teach culture properly, most likely, teachers will find it very challenging to address the issue of culture in teaching as they should.

Kramersch (1993, pp. 205-6) illustrated how classic views on foreign language acquisition limit the cultural instruction to the mere communication of facts about the people of the target country, including their common beliefs and attitudes. Whereas, forgetting that a considerable part of what we describe as culture is a social difference caused by self and others in difference to definition perception. Hence, new concepts about language as a public practice that renders new ways of enhancing instruction about language and culture, which are as follows:

- Creating a ‘sphere of interculturality’: Comprehension of this or that culture comes only in comparison with one’s own.
- Using the concept of culture as interpersonal relations: Doing this, it is not efficient to focus on how the language should be used in a rigid and rule-based manner but look for the rationale where the language is used in any other way since social interaction creates meaning and therefore, any attempts at teaching any language as a set of rules is futile.
- Understanding culture: It is wrong to think of culture only in the context of evaluating people based on the stereotypes of their nations. There are also other issues that matter such as age, sex, place of origin, ethnicity, and social strata among others... National characteristics are but a contributing factor to one’s ‘culture’, there are many others.
- Encouraging the Integration of Other Disciplines: It would, however, be prudent for literature teachers to seek other disciplines such as in this case the ethnography and sociolinguistics of their language as well as that of their society.

2.5. The Importance of Teaching Culture.

Teaching culture is an aspect of the educational process. This would assist him in understanding more effectively his environment and all the environments he knows and challenge him to do more than just recognize them, even if he is not cognizant of social

interaction. Seelye (1988) further explains that the teaching of culture has the following purposes.:

- The students will be taught how people's actions differ depending on the culture.
- Discussing the aspects that influence people's interaction and conduct such as gender, years, status, and background will be the focus of the students' studies.
- Making Students more conscious about the general practices used within that particular society.
- Assist students in comprehension of the actual meanings of words and expressions in target language.
- Encourage students to evaluate the culture in question with respect to the given evidence.
- Teach students the ways of obtaining information about the other country.
- Make students want to learn languages: let them be inquisitive about everything around them and compassionate towards other nations as well.

When you acquire new idioms, there is a crucial component which is familiarization with different aspects of culture. This teaches them to distinguish their own culture from that of the language they are learning. In this way, they acquire skills in negotiating and understanding across nations.

In simple terms, these last elements are related to understanding the behavioral dimensions of cultures, the context of language in use and culture and how one should behave and react positively towards a different culture. Also, when culture is being taught, the educators have to accommodate the dynamics of culture. Lessard-Clouston (1997) stated:

“Students will be indeed to develop knowledge of l2 of culture, but this receptive aspect of cultural competence is not sufficient. Learners will also need master some skills in culturally appropriate communication and behavior for the target culture...cultural awareness is necessary if students are to develop an understanding of the dynamic nature of the target culture, as well as their own culture (p.52).”

3. The interconnection of Language and Culture

The concepts of language and culture are two sides of the same coin; culture is not only mirrored by language, but enhanced and nourished by it as well (Brown, 2007). Known as the ‘inverted’ practice of culture, learning to communicate in the English language involves more than just getting the ability to construct and use correct sentences and full range of vocabulary; it also goes to the level of understanding culture that is associated with the

language (Kramersch, 1993). The mutual interaction of language and culture is the basis of learning a language and communication (Kramersch, 2013). Other than learning how to use the language, the students have to go deeper and appreciate the culture of the people, the meaning and importance of sub-expressions.

Because it is a global language, English is bound to represent the rich multiplicity of cultures among its speakers (Crystal, 2003). As the learners undertake their language journey, they are, of course, bound to experience various cultural aspects, for example, idioms, imagery, and even the norms (Kramersch, 2014). These intercultural experiences, exchange or exploration do not stand merely as linguistic obstacles but rather openings to advanced comprehension. The understanding of such cultural details increases the communicative proficiency of the target language learners since they are able to the contextual, pragmatic and sociolinguistic features of the language in use (Kramersch, 2013). It is not only the matter of acquiring vocabulary: Cultures, the backgrounds of people who give content to these words need to be grasped.

The importance of culture while learning English is not limited just to linguistic proficiency rather influences motivation and attitude towards the language as well (Byram et al., 2002). It is the work of the teachers to incorporate these cultures into the language and in so doing, presents the learners with the chances of building what is referred to as the intercultural communicative competence, which is considered important in the current global village as it helps in promoting open mindedness and empathy (Byram et al., 2002; Canagarajah, 2013). In that way, it is not only practical efficiency that the learners gain from a second language but also cultural knowledge, and it helps them overcome potential difficulties in communicating in different social contexts.

Nonetheless, the intricate integration of culture and language in teaching practices can be quite complex for practitioners. One major concern is the lack of sufficient cultural aspect in the resources (Cortazzi & Jin, 1996). Most of the time, books for teaching English frequently contain diction and grammar lessons which are the main components of this language with little appreciation of the cultures embedded in this language (McKay, 2002). Consequently, learners miss the opportunity of authentic language usage and different cultures. To solve this problem, a reconceptualization of educational values is needed where cultural elements in teaching are not treated as separate inclusions but, as a holistic approach entrenched in the within the curriculum and syllabus modification practices and ideologies.

There are still some language stereotypes that have been embedded in some of the learning materials (Pennycook, 2007), which tend to reinforce cultural prejudices and make it difficult to grasp the full variability of the English-speaking population (Hall, 1997). In order to promote appreciation and respect towards all how people learn language, it is essential to tackle these kinds of generalizations as well (Widdowson, 1994). Such stereotypes, when attacked, give room for other beliefs whereby the students are taught how to use the language without knowing the meaning attached to the language's features or the people's behavior that does not conform to the given behavioral pattern and its usage.

Misinterpretation of cultural practices and instances (Kramsch, 1993) on the part of the learners can also cause cultural elements to an extent that calls for the educators to address this challenge and encourage cross cultural appreciation among learners (Liddicoat, 2007). In classrooms with mixed cultural backgrounds, instructors should be prepared to work with and respect a variety of cultural backgrounds rather than undermining and overstating one culture altogether (Seidlhofer, 2011). This is not simply validating these assertions filled with theory but also taking initiatives in a manner that every culture is praised not only present in that environment.

Moreover, the invention of modern tools serves as another effective means of advancing the relationship between language and culture (Phillipson, 1992). For instance, students can participate in online interactions, attend virtual field trips, or access multimedia resources and take part in the culturally diverse activities without leaving their classroom walls (Risager, 2007). It ceases to be an option and instead becomes a means of interaction by providing the users with the real cultural practices extending their horizons.

To conclude the relationship between language and culture is of utmost importance and indeed a prerequisite in learning English. Language instructors should not only appreciate the importance of culture in language use and its sociocultural context but also implement it in their teaching. However, conditions are present, and the number of them is considerable for educators to design and implement culturally responsive and effective regimes of language learning by using intercultural competence, varying the content of the courses and applying modern means. Here, the issue is not restricted to simple teaching of the language; The emphasis is on a vibrant, thriving and pulsating perception of the English language that has no geographical limitations and presents the many cultures that the language captures.

4. Culture and Textbook Evaluation:

4.1. Definition of textbook

In the realm of teaching the English language, coursebooks and textbooks are considered to be the same thing. Restating the same meaning in other words, Aubrey spoils the definition of another author based on the borrowed information. To mention just a few, Douglas (2000) argues that “the most self-evident and indeed the most prevalent form of materials aid in language teaching comes in the form of coursebook.” (p. 136). Apparently he more remarked that coursebook serves as a database and a means at the disposal of each of them: teachers and learners. In like manner, Kovac and Alenka (2022) state that coursebooks are elementary teaching materials that have been in use since the 19th century.

According to Sheldon (1988), a course book is defined as a commercially published volume whose primary advantage is the enhancement of foreign users’ linguistic proficiency and comprehension. In Hashim's (2013) view, this is an instructional text people study and is within most of the classrooms to facilitate the learning of certain aspects. In relation to this, Karima (2008) points out that a course book is a means of addressing certain expected goals while taking into consideration the characteristics of the learners; In other words, course books are certainly central to a course. In addition, Kattel (2021) gives the definition of course book as a collection of materials on given subject area that are arranged and structured for use at a particular level of education and are designed to provide comprehensive understanding of the subject matter.

4.2. The importance of textbook

There are a number of reasons given by various authors in support of a use of a coursebook . Graves (2000) mentions some advantages of coursebooks. First, the coursebook provides the various elements of the program in a more efficient manner. This is because program designers have set out the order in which the program will run and what will be covered when. Also, it saves on the teachers' time as a resource, since they can afford to rely on course materials contained in the coursebook. Third, it is the primary instrument through which the teacher is able to carry out the evaluation of students’ learning progress by use of provided materials such as tests and assessments. And coursebooks can come with other auxiliary media such as video and audio tapes. Furthermore, Hutchinson and Torres (1994) confirm that:

“Teachers see managing their lessons as their greatest need. most of their responses center around the facilitating role of the coursebook: it saves time, gives direction to lessons, guides discussion, facilitates giving of homework, making teaching easier, better organized, more convenient, and learning easier, faster, and better. Most of all the coursebook provides confidence and security.” (p. 318)

Haycraft (1978) acknowledges that the books are a crucial equipment for any student, it makes possible progress and performance and indeed finishes the lectures from the first one to the last one. In line with this, Sheldon (1988:237) asserts that the coursebook is considered as, “the visible heart of any ELT program”. Therefore, the coursebook is the substance and number one component in a teaching practice. On top of this, Ur (1999) states that the coursebook gives an appropriate order of presentation for the teacher and the learner in terms of organization and progression and also aids the learner in monitoring and assessing his or her own learning at any given moment.

Furthermore, “coursebooks give experienced teachers to plan their lessons and scripts for teachers who are new or lack confidence in using English in classrooms. They also provide a focus for their teaching.” (Tomlinson & Masuhara, 2008, 20). This shows that the coursebooks tend to have an advantageous impact on the teachers by providing them with help and direction in the lesson planning process and what materials to incorporate in the lesson and what materials should be omitted. As expressed by the concept of equilibrium, codified by Tobebu (2017), coursebooks are likely to orient learners in terms of lessons’ content, types of practice, and language skills.

As coursebooks emerge. They might be said to be definitive towards the teaching and learning process, for they help both teachers and learners irrespective of the syllabus and levels of education. (Nainggolan & Wirza, 2021). Also, the coursebook is the principal resource that ought to be used in classroom settings however most beginning teachers tend to ignore it and do not appreciate its significance (Douglas, 2000). Consumed by the fact that the coursebook is always in supply, Umar and Ameen (2022) makes it clear that there are many benefits that come with a coursebook like; it assists in establishing a benchmark or a baseline for issues of language plans and also facilitates coherence of the teaching learning processes.

4.3. Textbook evaluation

The phenomenon of evaluation seems to be existing for quite a long time. Since it has become a cornucopia for many different researchers in foreign language teaching, each of them has different understanding of this term. To begin with, Lynch (1996) define evaluation as: “Evaluation is defined here as the systematic attempt to gather information in order to make judgments or decision. As such, evaluative information can be both qualitative and quantitative in form, and can be gathered through different methods such an observation or the administration of pencil- and paper-test (2)”.

Simply put, this is an approach that is concerned with the gathering of specific information for the purpose of altering an already existing teaching programme. It can be done in a qualitative or a quantitative manner in order to bring change in a particular programme. Besides, Mc Donald (1973) asserts that: “evaluation is the process of conceiving, obtaining and communicating information for the guidance of educational decision making, with regard to a specified program (2)”.

It is a motivating factor that reflects the effectiveness of the students and the program. Evaluation can also reveal the areas that have not been adequately addressed. As Rea-Dickens and Germaine (1992) explain, evaluation is not just a passive act. Rather, it embodiment an advanced position that seeks to establish the suitability of a given practice. In agreement, Hutchinson (1987) as well sees evaluation as an exercise that seeks to ascertain the relevance of a given aim. Elsewhere, Brown and Rogers in their 2002 publication clarify the meaning of evaluation as research directed towards making conclusions regarding specific aims.

4.4. The importance of Textbook evaluation

A textbook is considered the primary example of ELT materials. It is one of the resources that one draws upon in working towards previously defined aims and objectives, which turn out to be the needs of the learners. It is a map leading the teacher towards the pedagogical purpose. The process of evaluating textbooks is a very important activity in the course of teaching. Thus, Cunningsworth (1995) and Ellis (1997) point out that textbook evaluation is useful for teachers in that it enables them to understand textbook material in an appropriate structure and context. Evaluation of textbooks, therefore, is a necessary activity to be performed because it will assist in making sure that this particular ELT material is relevant in assisting the achievement of the intended teaching aims.

In their publication, Tomlinson and Masuhara (2008) claim that textbook evaluation is the process of determining the worth of a learning resource package through assessing the impact of the resources to a target group. Simply put, textbook evaluation is a worthy practice that enables the teachers to understand the essential positive and negative aspects of the textbook. This evaluation, on the one hand, allows selecting the best suited textbooks for the learners. On the contrary, it helps teachers to automatically detect the advantages and disadvantages of certain exercises, tasks and entire texts.

4.5. Types of Textbook Evaluation

Different scholars specify different classifications of textbook evaluation based on the stage at which this evaluation is done, what should be evaluated and what component of a textbook is targeted by the evaluation. Among these scholars are Cunningsworth (1995); Tomlinson (2003), Ellis (1997); and Mukundan (2007). These include: pre-use evaluation, in-use evaluation, and post-use evaluation.

4.5.1. Pre-Use Evaluation

Cunningsworth (1995) posits that “pre-use evaluation” or “predictive evaluation” tends to be naked and often done by the quick assessment of the judging personnel or the organization. It seeks to predict the effectiveness of the objectives of the newly constructed textbook. To start, Tomlinson (2003) argues that pre-use evaluation refers to the enhancements professed about the materials for comprehension by prospective users, materials which a teacher possesses and employs in order to teach students. In other words, it can also be noted that there are three ways of carrying out pre evaluation: context-free, context-dependent and context-influenced. Most of the time, this type of textbook evaluation is considered to be objective. As noted by Ellis (1997), pre-use evaluation is directly related to the evaluation of the extent to which or how these materials can be used. There are two stages for this: the understanding stage and the more complex description stage which involves a level of judgment. In the same way, Mukundan (2007) claims that such a type of textbook evaluation is modeled strongly on implicit models such as check lists.

4.5.2. In-Use Evaluation

The process of in-use evaluation is also referred to as Evaluation in Retrospect for Mukunan (2007) affirms that this is a longitudinal evaluation that occurs for as long the

course book is in active use. Pre evaluation is out of the question because it is less subjective and more dependable. This is how Cunningsworth (1995) defines this type, as examining an existing textbook. Tomlinson (2003) Argues that this type of evaluation is quite helpful but also quite dangerous because activities are evaluable by looking at their success or failure. This means it is always wise to know at first what is out of order, and then subsequently, to do what is called the teaching and learning making the necessary adjustments. He includes “this type involves measuring the value of materials while using them or while observing them as being used” (129). So, it is taken in congruence with the application of the text. In-use evaluation is concerned with the overall requirement of the specific institution alongside the extent to which the textbook has been integrated into the teaching/learning experience. It does not make predictions but measurements and measures only what is usually referred to as short-term memory and what goes on in the head of the learners.

4.5.3 Post-Use Evaluation

This is done assessment after the materials have been applied in order to evaluate their efficacy. It is definitely more important than evaluation before and during usage, as it quantifies the quantitative impact made by the textbook onto its subjects. Cunningsworth (1995) asserts that post-use evaluation is when the evaluation comes after the use of the textbook. It aims at giving insights that would assist in making a decision on the relevance of its usage in subsequent programs. It is also the scope in which most of the themes that comprise enhancement are based, as it relates to the use of materials for teaching and their impact on students or other end-users (Tomlinson 2003). Nevertheless, post-use evaluation takes so much time and effort.

5.Culture in EFL Textbooks:

When it comes to language teaching and learning, textbooks are the most important resource and hence their content should be adequate in every sense and cater for both the interests of the teachers and the students. Due to the fact that EFL teaching is not limited to teaching of the grammar and the vocabulary of the language but also entails teaching the culture that comes with it, the content of the textbooks should therefore be created in this manner. Since EFL textbooks offer them the language foundation required to appreciate the content therein in addition to the relevant sociolinguistic contexts, it is even more plausible that EFL learners will be more influenced by EFL textbooks. When they comprehend the situation and the social structures related to the language, they are in a position to learn how

to use the properties of the language appropriately; in this way, having the language also means getting the culture, and through books, children develop love or aversion to the second language culture (Cortazzi and Jin 1999).

It is, therefore, important how textbook writers utilize cultural elements and whether or not these elements are “customized to meet the specific cultural sensitivity” (Ahmed and Shah, 2014, p.87) of the target or the source culture and, in some cases, even of other cultures -as they are commonly included in the cultural incorporation of EFL textbooks- this is what accounts for various attitudes toward cultural implementation: positive or negative.

In their research, Cortazzi and Jin (1999) pinpoint the varying cultural representations in the English language teaching textbooks. They are defined as follows: source culture, which is the culture of a certain learner; target culture, which is the foreign language culture and international target cultures, that is different cultures, which may or may not speak the English language. Based on these oppositions, there is a theory that processes of teaching and learning English as a foreign language may vary in their cultural implementations. Nonetheless, what is unquestionable is that this endeavor needs to be undertaken in consideration of the learners’ native culture and social principles, and ideology.

Byram and Morgan (1994) opine that no matter how hard they may try, learners should neither be expected to undermine their cultural standing nor should such culture be encouraged in the acquisition of a target culture as Karimpur (2000, as cited in Ahmad & Shah, 2014, p. 88) states that “Cultural imperialism has no place in the study of different cultures.”. In simple what this means is that one should not assume any prejudice or bias so as to embrace a new culture and particularly the target culture there should be nothing taken for granted.

6. Approaches to Textbook Evaluation

Without a doubt, the most common teaching materials “implemented” in foreign language classes are textbooks. Hence, their relevancy and appropriateness should be checked to perpetually evaluate their importance. For this purpose, researchers and methodologists proposed three basic methods in evaluation namely presentation-based, examination-based and checklist based evaluation. Since the work is based on Checklist approach, this latter will be defined.

6.1. Checklist approach

Evaluating textbooks is done using three approaches, one of which is the checklist approach. A checklist is an evaluator's instrument that provides them with a set of characteristics of effective learning-teaching aids. With the help of such criteria it is possible to assess the level of the assessed materials (Sarem et al., 2013). As Byrd (2001) said about this method, "checklist method is systematic in the way that the criteria on the list are checked off in a certain order" (p.416). The degree of thoroughness that the checklist method offers guarantees that all the elements that are considered essential are accounted for. In the same way, McGrath (2002) asserted:

- It is useful and allows for many details to be documented within a short period of time.
- The content is recorded in a systematic manner, making it easier to juxtapose different materials.
- It is clear and understandable when the categories are properly defined for those undertaking the evaluation.

Evaluation checklists must encompass some items concerning the physical design of the textbooks. This includes issues such as the structure, shape, methodology, objectives and strategies of the materials and the extent to which a set of materials can be used in Teaching and also the individual principles of the teacher's work and the synthesis of the entire Curriculum as well (Cunningsworth, 1995; Sheldon, 1988; & Williams, 1983).

It is impossible to evaluate a textbook without the use of checklist, therefore the researchers established different models. They include Candling & Breen (1979), Hutchinson (1987), Shelton (1988), Readickens & Germaine (1992), McDonough & Shaw (1988 & 2003), Cunningsworth (1995), Tomlinson (1998 & 2003).

All of the above frameworks are constructed and created in relation to learning and teaching environment as well as the requirements of both students and instructors. Two popular checklists, Cunningsworth (1995) and Skierso (1991) for example, feature a similar range of issues, such as aims, content, and methods. Moreover, they explain how social and cultural aspects of the current society affect language skills (speaking, listening, reading and writing) as well as their sub-skills (grammar, vocabulary and pronunciation) and functions included in the textbook (Cunningsworth, 1995; Harmer, 1991; Ur, 1996; Zabawa, 2001).

Conclusion

To conclude, English is considered as the dominant language in the world; therefore, its statute in Algeria is developing day by day. Researches claim that Language cannot be taught to EFL learners without referring to its culture, so a summary of the interrelationship existence between culture and language has been clarified in this part of the thesis in clear and accurate way. In order to evaluate the book entitled “*New prospects*” of the third grade of secondary schools, we need to make a reference to textbook evaluation. Thus, this term was defined with explaining its importance and the different approaches used to evaluate a textbook.

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Chapter Two: Methodology, Analysis, and results

Chapter Two: Methodology, Analysis, and results

Introduction

In this chapter we attempt to evaluate the use of the textbook of English “*New Prospects*” of 3rd year of secondary school. It aims to investigate the use of textbook in secondary school and to what extent the target cultural components are presented in its tasks and activities. Therefore, we opted for a quantitative method by describing the textbook *New Prospects* and analyzing the findings of the questionnaire designed to target teachers of English of secondary schools in Khenchela.

1. Research Methodology

This research is based on quantitative and descriptive approaches that aim to describe teachers’ attitudes towards the presence of target culture in English textbook *New Prospects* by designing a survey that aims to gather specific data from a randomly selected sample. Therefore, teachers of secondary schools were kindly asked to read a questionnaire and answer attentively the questions. The current study adopts a descriptive approach in order to describe the English book *New Prospects* and evaluate it in terms of target Culture; therefore, we adopt Chen Checklist (2009) to analyze the different elements of the Target Culture presented in the book.

1.2. The Sample Population

The population of this study includes Secondary school teachers of English in Khenchela. Since it is hard to work with the whole population, thirty (30) teachers are selected randomly as the sample of this research. The sample is familiar with the use of the Textbook *New Prospects*; this makes it easier to answer the questionnaire.

1.3. The Research Tools

The questionnaire is the implemented instrument in this study; it is handed to 30 English teachers of secondary schools in Khenchela in order to discern their views and opinions concerning the use of *New Prospects* and analyze them. Moreover, we adopted a textbook evaluation using Chen’s Checklist (2009) that is designed to collect data about the cultural topics. The checklist of Chen is composed of 9 themes for big “C” culture (Government/politics, Economy, History, Geography, Literature/art, Society’s norms, Education, Architecture, Music); and 13 themes for little “c” (Food, Holidays, Living style,

Customs, Beliefs/values, Hobbies, Gestures/Body Language.) (Mouloud, A. A., & Chami, W. 2020).

1.3.1 Questionnaire's description

As it was mentioned earlier, the questionnaire is designed in order to collect teachers' attitudes and views concerning The English textbook *New Prospects* of 3rd year of secondary schools in Khenchela.

It consists of 16 items, 12 are close-ended questions and the left 4 are open-ended questions. They emphasize the integration of target culture especially in tasks and activities. Moreover, these questions are divided into two (02) parts in order to make our work organized. The 1st part is concerned with the general background information about teachers, while the 2nd part deals with more specific questions that revolve around the textbook and the integration of the target culture.

2. Results and Discussion

2.1. Description of the Textbook

This part contains a brief overview of the textbook under consideration "*New Prospects*". The delineated sample includes one textbook of the third level for which it has been developed. The textbook has been published as one of the components of the general Education Reform Programme designed by the Ministry of National Education in 2002. Differing from previous books, *New Prospects*, on the contrary, signals a shift from the most common teaching and learning paradigms, where the process of EFL among all other skills emphasizes the ability to involve the learners in more meaningful communication in real life.

"*New Prospects*" consists of six units devoted to six topics issued in the syllabus. The book aims to develop language functions of the learners and develop their skills. The four units devised for Literary Streams include: "Exploring the Past", "Ill-Gotten Gains Never Prosper", "Schools: Different and Alike", and "Keep Cool"; the other four meant for Scientific Streams are: "Ill-Gotten Gains Never Prosper", "Safety First", "It Is a Giant Leap for Mankind" and "Keep Cool". (*New Prospects*, 2006: 4).

2.2. Checklists' Analysis

Table 1: Activities of Target Culture in Unit 1

Type of Culture	Cultural Themes	N (number of Target Culture elements)	% (Percentage)
Big “C” Culture	History	4	25%
	Literature/Art	1	6.25%
	Architecture	00	00%
	Society Norms	00	00%
	Economy	00	00%
	Education	00	00%
	Government/Politics	00	00%
	Geography	1	6.25%
	Music	2	12.5%
Small “c” culture	Living styles	00	00%
	Beliefs / Values	00	00%
	Customs	00	00%
	Food	00	00%
	Hobbies	00	00%
	Gestures/Body Language	00	00%
	Holidays	00	00%
Total		08	50%

The table shows that 50% of the cultural elements are presented in Unit 1. The elements of Big “C” Culture are presented with 25% that refers to History, and 6.25% of literature, art and Geography. While 12.5% presents the music used in New Prospects.

- Add **used to**, **was/were able to** or **had to** to the verbs in brackets to make the text below meaningful.

Today, most native Americans live in reservations, and nearly 97% of them west of the Mississippi. But centuries ago, their ancestors (live) all over America. They (hunt) the buffalo in the prairies. They also (farm) maize, manioc, potatoes, peanuts, cocoa and pepper. But after 1830, most of them (migrate) westward to reservations as a result of the US government's policy of forced migration. Though the living conditions in the reservations were difficult, the Indians (survive) and (contribute) to what is called American civilization today .

Figure 1: History in Unit One

Match each word or phrase in column A with a word or phrase in column B to have a proverb or a saying.

Column A	Column B
1. When in Rome,	a. than an ox in war.
2. Rome was not built	b. do as the Romans do.
3. Better an egg in peace	c. in a day.
4. All may begin a war	d. by the ears.
5. Cities are taken	e. costs nothing.
6. In war all suffer defeat,	f. few can end it.
7. Civility	g. are the destruction of peoples.
8. Famine, people, and war	h. and peace hangs them.

Figure 2: Literature and art in Unit One

Figure 1 demonstrates the presence of the target Culture in this activity (P.18); it refers to the History of how Americans used to live. While Figure 3 shows the different proverbs of the Target Culture in order to be aware of the others' Culture, thus it demonstrates the element of Literature and Art in Unit One.

Table 2: Activities of Target Culture in Unit 2

Type of Culture	Cultural Themes	N (number of Target Culture elements)	% (Percentage)
Big “C” Culture	History	00	00%
	Literature/Art	00	00%
	Architecture	00	00%
	Society Norms	1	6.25%
	Economy	00	00%
	Education	2	12.5%
	Government/Politics	1	6.25%
	Geography	00	00%
Small “c” culture	Music	1	6.25%
	Living styles	00	00%
	Beliefs / Values	00	00%
	Customs	00	00%
	Food	00	00%
	Hobbies	00	00%
	Gestures/Body Language	00	00%
Holidays	00	00%	
Total		05	31.25%

As the table shows the element of Big “C” Culture are presented in unit one, however the elements of Small “c” culture are completely absent. Themes relating to Education are presented only two times, while elements of Society norms, Government, and Music are presented only one time in Unit two.

① Carry out research into the punishments meted out to people guilty of the frauds below in England, America and Algeria. Then compare and discuss the severity of the punishments for each of the frauds.

- embezzling false accounting currency counterfeiting
 tax evasion money laundering

Figure 3: Government and Politics in Unit two

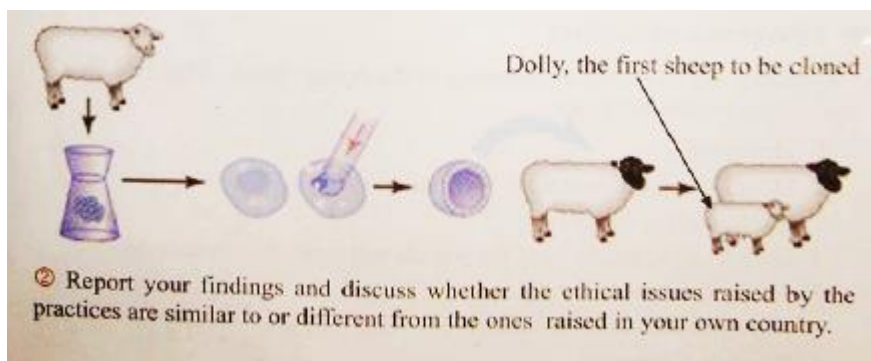


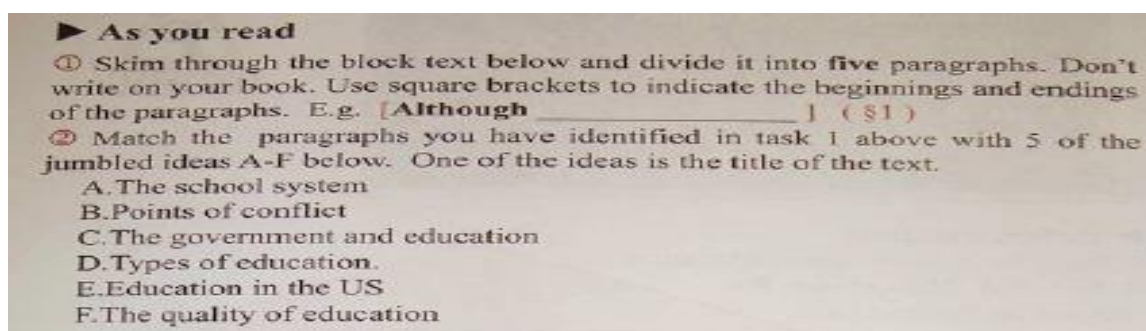
Figure 4: Education in Unit two

As Figures 3 and 4 show, the elements of target Culture are presented in Unit two, the first activity (p 60) shows Government policies towards the counterfeiters and imitation in British. Also in Figure 4 (Activity p.60) illustrates the presence of the element of Education through talking about the experiment of Dolly.

Table 3: Activities of Target Culture in Unit3

Type of Culture	Cultural Themes	N (number of Target Culture elements)	% (Percentage)
Big “C” Culture	History	00	00%
	Literature/Art	00	00%
	Architecture	00	00%
	Society Norms	00	00%
	Economy	00	00%
	Education	5	31.25%
	Government/Politics	00	00%
	Geography	00	00%
	Music	00	00%
Small “c” culture	Living styles	00	00%
	Beliefs / Values	00	00%
	Customs	00	00%
	Food	00	00%
	Hobbies	00	00%
	Gestures/Body Language	00	00%
	Holidays	00	00%
Total		05	31.25%

The table 3 shows that there is a presence of only one element which is Education, the target Culture in this unit is expressed with 31.25 % of the whole elements which is considered a small number comparing to the numbers of the activities in this Unit.

**Figure 5: Education (1) in Unit 3**

② Explain in what ways the current British educational system is similar to and different from the Algerian educational system. Refer to the text.

► **Before reading**

● Study the diagram about education in the U.S.A. Then answer the question on the next page.

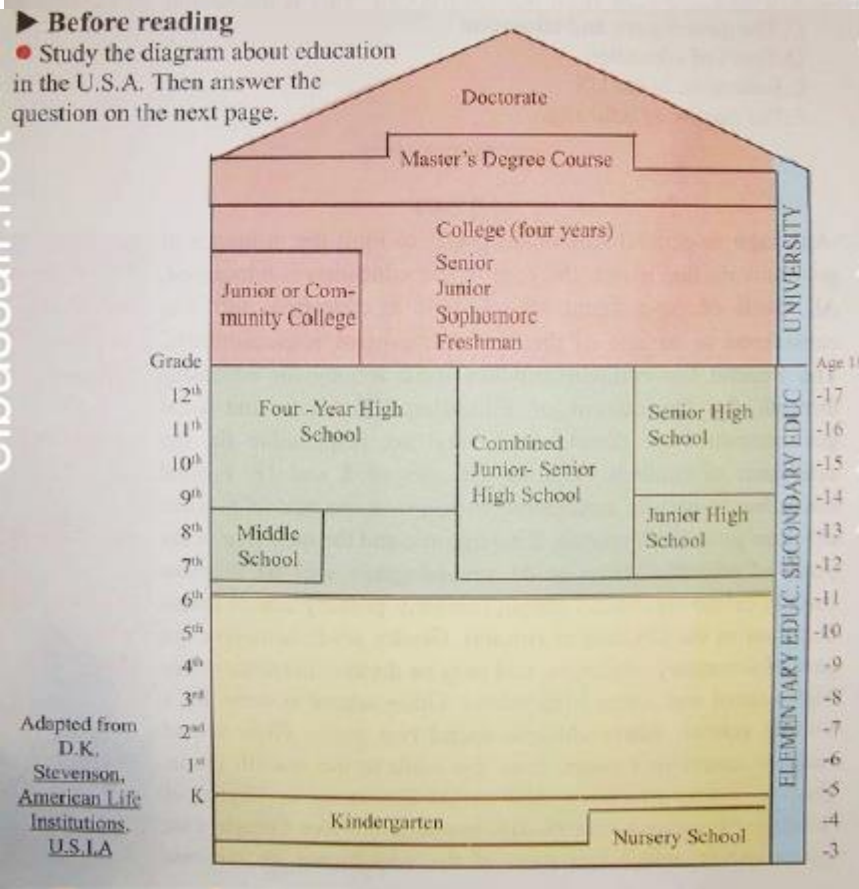


Figure 6: Education (2) in Unit 3

Figure 5 and 6 illustrate how cultural elements are presented in unit three; they describe how educational systems of both America and Britain are working. These activities aim to make the students compare between their own educational system and the one of the target Culture


Table 4: Activities of Target Culture in Unit4

Type of Culture	Cultural Themes	N (number of Target Culture elements)	% (Percentage)
Big “C” Culture	History	00	00%
	Literature/Art	00	00%
	Architecture	00	00%
	Society Norms	00	00%
	Economy	00	00%
	Education	1	6.25%
	Government/Politics	1	6.25%
	Geography	00	00%
Small “c” culture	Music	00	00%
	Living styles	2	12.5%
	Beliefs / Values	00	00%
	Customs	00	00%
	Food	1	6.25%
	Hobbies	00	00%
	Gestures/Body Language	00	00%
Holidays	00	00%	
Total		05	31.25%

In Unit 4, Cultural elements are presented with a percentage of 31.25%, Living styles are presented with 12.5% of the whole elements while 6.25% for Food, Education, and Government and politics. It is illustrated in the following figure:

● Answer the questions below.


1. Do you usually read the labels on the packages of food before you buy them? If yes, is it in order to know about the ingredients, the expiry date or any other information? Explain.
2. Have you, or any of your friends, ever been victim of food poisoning? If yes, tell your classmates about this experience.
3. Do you think that your fellow countrymen are, on the whole, mindful about food safety or not? Explain.
4. Do you approve or disapprove of what the Greenpeace protesters in the picture are doing? Justify your answer.



Greenpeace protesters attempting to destroy genetically modified crops at a test site in the UK.

Figure 7: Food in Unit 4

Believe it or not, this cooktop is ready to boil water. All it needs is an iron or steel pot. It works by creating a magnetic field that heats the inside of the pot – instead of the cooking surface. That makes it safer than conventional cooktops. And more energy efficient. So get yourself a Toshiba. Or you may get burned.



The one thing Toshiba's new induction cooktop won't cook.

In Touch with Tomorrow.
TOSHIBA
Toshiba America, Inc. 82 Totowa Road Wayne, NJ 07470

① Fill in the table below with information from the advert above. Just take notes. Don't write full sentences.

Figure 8: Living styles in Unit 4

The figures 7 and 8 illustrate how cultural components are presented in Unit 4, the figure 7 shows how American society consume organic food and hoe they protested about it. While in the figure 8 illustrates the living styles of American society while making an advertisement for their products.

Table 5: Activities of Target Culture in Unit5

Type of Culture	Cultural Themes	N (number of Target Culture elements)	% (Percentage)
Big “C” Culture	History	4	25%
	Literature/Art	00	00%
	Architecture	00	00%
	Society Norms	00	00%
	Economy	00	00%
	Education	00	00%
	Government/Politics	00	00%
	Geography	00	00%
Small “c” culture	Music	00	00%
	Living styles	00	00%
	Beliefs / Values	00	00%
	Customs	00	00%
	Food	00	00%
	Hobbies	00	00%
	Gestures/Body Language	00	00%
Holidays	00	00%	
Total		04	25%

As the table shows, 25% of cultural elements are presented in Unit 5 by referring to the History of target Culture. The following figures are examples of different activities in unit 05:

① Go back to the questions and answers in listening task 2 on the previous page and answer the following questions.

A. What question word is used to ask the questions about the dimensions / size of the Hubble Space Telescope and its distance from our planet ?

B. What do you notice about the position of the adjectives in the answers ?

② Look at sentences A- G. Use the words in the box below to ask questions so as to get the information in bold type. Start your questions with **how** and/or **what**.

high, tall, heavy, long, wide, fast, deep, far, much, height, length, width, weight, many, depth, weigh

A. *Sputnik 1* weighed **84 kg** whereas *Sputnik 2* had a weight of **500 kg**.

B. The average **distance** to the Moon from the Earth is **384,402 km**.

C. Our planet takes **23 hours, 56 minutes** and **4.1 seconds** to make one revolution round the sun.

Figure 9: History in Unit 05


A. Is the Earth round and red when seen from a spacecraft ?

B. Well... Actually, it is spherical and blue.

—

A. So it was the American astronaut Neil Armstrong who was the first to orbit the earth.

B. Well ... In actual fact, it was the Russian astronaut Yuri Gagarin who did it.



Yuri Alexeyevich Gagarin,
1934-1968

Figure 10: History in Unit 05

As the figures show, the element of History is presented in different activities, in figure 9 students are asked to listen to a recorded conversation and answer some questions concerning different American satellites (p. 138). While in the activity presented in figure 10, it aims to know American astronauts (P.141).

Table 6: Activities of Target Culture in Unit 6

Type of Culture	Cultural Themes	N (number of Target Culture elements)	% (Percentage)
Big “C” Culture	History	1	6.25%
	Literature/Art	00	00%
	Architecture	00	00%
	Society Norms	00	00%
	Economy	00	00%
	Education	1	6.25%
	Government/Politics	00	00%
	Geography	00	00%
	Music	00	00%
Small “c” culture	Living styles	00	00%
	Beliefs / Values	3	18.75%
	Customs	00	00%
	Food	00	00%
	Hobbies	00	00%
	Gestures/Body Language	00	00%
	Holidays	00	00%
Total		05	31.25%

As the table shows, 31.25% of the cultural elements are presented in Unit 06, however 18.75% of the cultural elements refer to small “c” culture, while 6.25% of them are related to big “C” Culture. The following figures will clarify the analysis:

① Read Princess Diana's life story very quickly and classify the verbs in bold type in the table below according to the pronunciation of the -ed ending.

/d/	/ɪd/	/t/





Figure 11: Element of History

► **Idiomatic expressions**

① Match the idiomatic expressions on the right with the feelings on the left.



1. Love	A. bottle up - flare up- keep a cool head
2. Sadness	B. be a woman/ a man of his/her dreams - have a soft spot for - fall in love with someone
3. Anger	C. get up my nose - get on my nerves -get my back up
4. Happiness	D. be on top of the world/on cloud nine/over the moon
5. Dislike	E. frighten the life out of sb - shake in one's shoes - scare sb out of his wits/ jump out of one's skin
6. Fear	F. be down in the dumps/down in the mouth/feel small/feel weary

Figure 12: Element of Language.

As the figure shows, these activities aim to develop the learner's knowledge about the target Culture, in figure 11, students are asked to read Princess Diana's story and extract all the verbs. While in figure 12, Students are asked to match every word with its idiomatic expression, therefore they will learn how to express different terms in target Culture

2.3. Analysis of Teachers' Questionnaire

Part One: Background Information

1. Gender:

Table 7: Teachers' Gender

Options	N (number of Teachers)	% (Percentage)
Male	09	30%
Female	21	70%
Total	30	100%

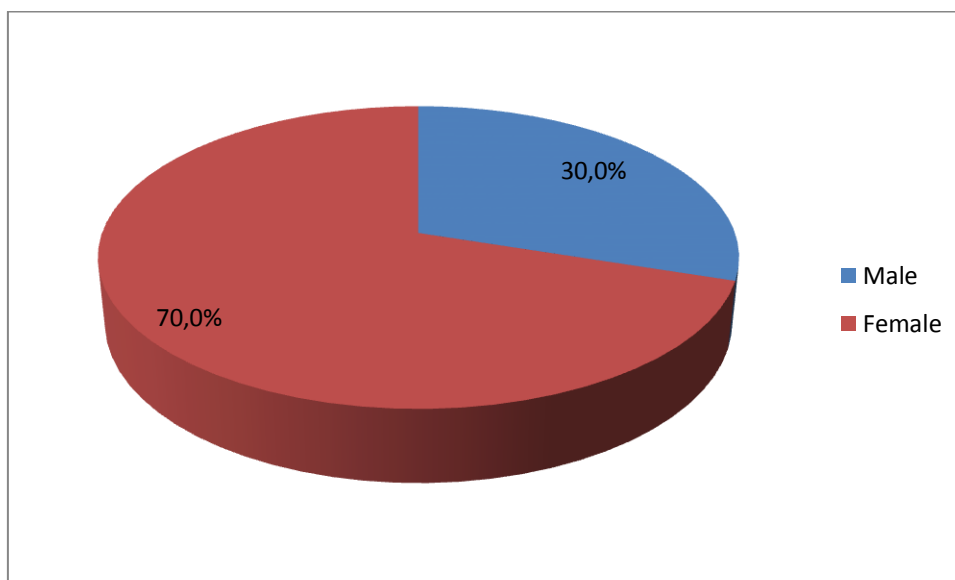


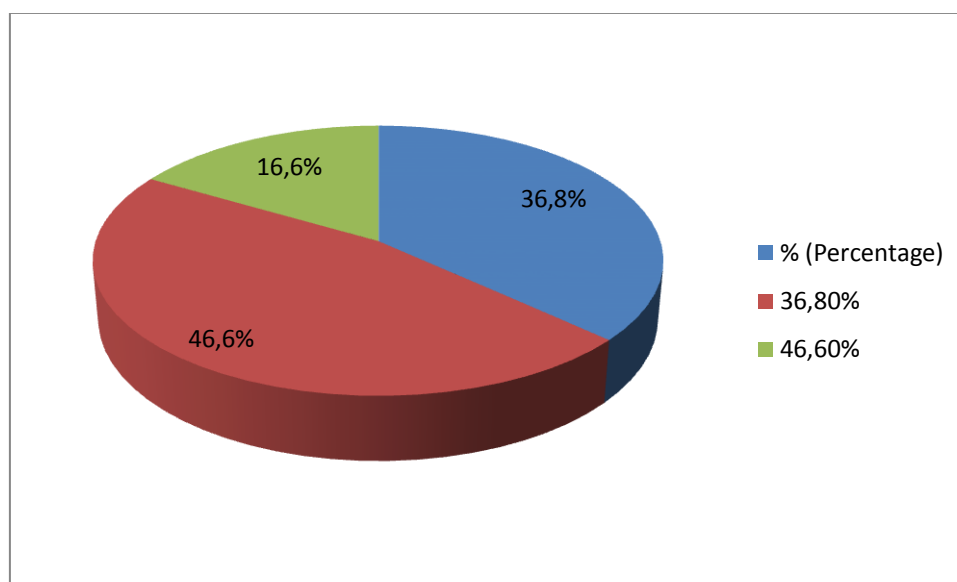
Figure 13: Teachers' Gender

As the figure illustrates most of the teachers (70%) are female, while the 30% left are male teachers. This shows that Algerians women are interested in teaching foreign languages more than men.

2. Age:

Table 8: Teachers' Age

Options	N (number of Teachers)	% (Percentage)
25-35	11	36.8%
35-45	14	46.6%
45-55	05	16.6%
Total	30	100%

**Figure 14: Teachers' Age**

As the figure shows, 46.6% of teachers are aged between 35-45 years, 36.8% of them are young teachers that are aged around 25-35 years, the rest of them (16.6%) are aged between 45-55 years old. It can be seen that majority of teachers are young.

Q3. How long have you been teaching English?

Table 9: Years of Experience

Options	N (number of Teachers)	% (Percentage)
05-15	24	80%
15-25	03	10%
25-35	02	6.6%
More than 35	01	3.4%
Total	30	100%

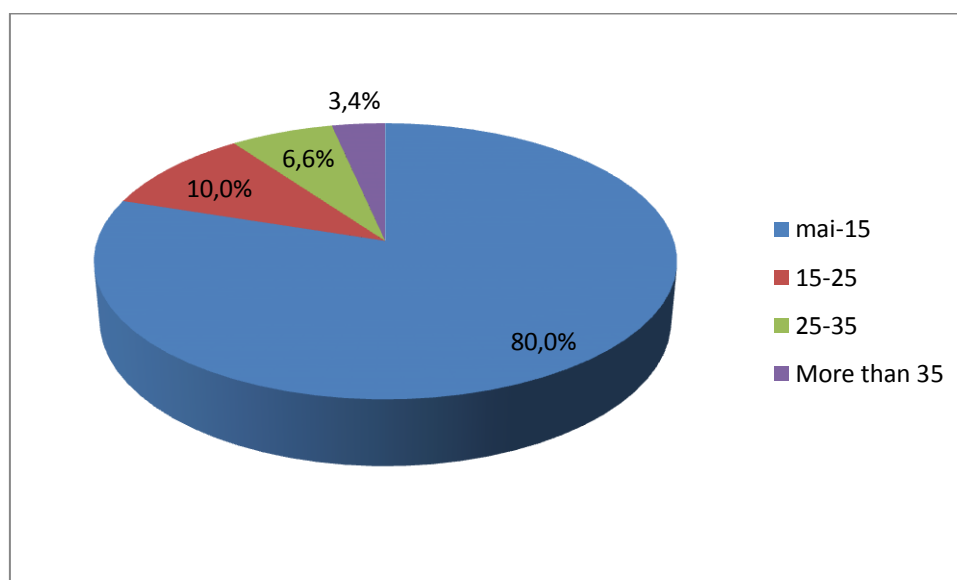


Figure 15: Years of Experience

This question aims to identify English teacher's experience in order to examine their attitudes towards the development of the English textbook, the figure shows that 80% of teachers are new-employed teachers that have less than 15 years of experience, while 10% of them have less than 25 years of working as an English teacher. Only 6.6% of teachers have more than 25 years of working. Finally, the rest of them 3.4% has more than 35 years of teaching.

Part Two: Tick the appropriate answer and fill in when necessary

Q4. When preparing a lesson, is the 3rd Year Book *New Prospects* enough for you as a teacher or do you bring other sources?

Table 10: *New prospects* as a source of teaching English Language

Options	N (number of Teachers)	% (Percentage)
Enough	12	40%
Not enough	18	60%
Total	30	100%

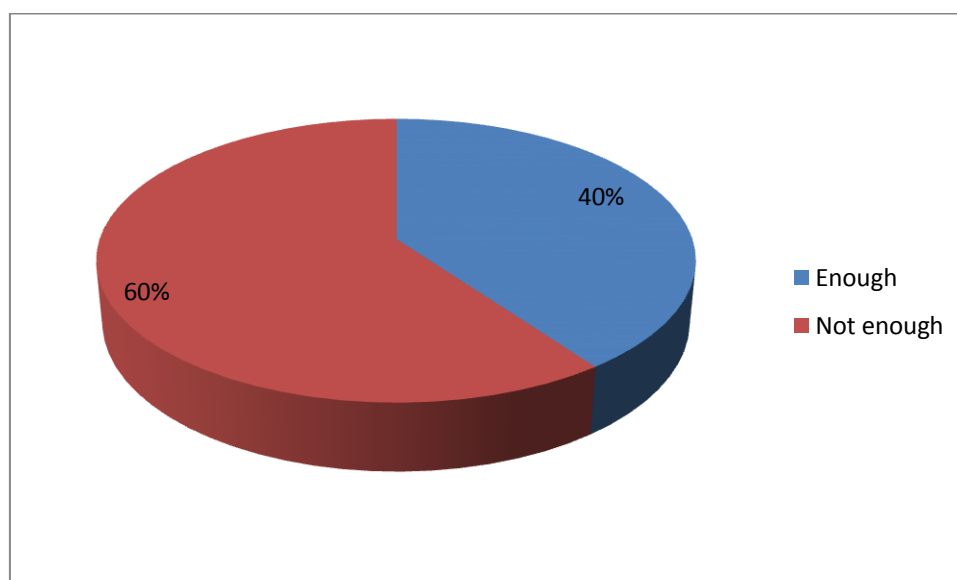


Figure 16: *New prospects* as a source of teaching English Language

This question aims to identify if teachers depends only on *New Prospects* to teach English language, most of them (60%) claim that the book is not enough as the only source of teaching English language, while the rest (40%) claim the opposite.

Q5. If yes, what other sources do you use?

In order to investigate in which source the teachers depend in order to teach English language rather than the textbook *New Prospects*, answers differ from one to another:

- Using Handouts, pictures, Data show, and technological tools.

- Using interne, different Websites, and audio-visual aids.
- Using internet articles and data show.
- I use the internet, books, and sometimes my college's handouts.
- Using the internet and other sources.
- Using book extracts, websites articles, and videos.
- Internet websites, videos from Youtube and FaceBook, newspapers.
- Websites and videos from Youtube.
- Online educational platform, educational applications and software, teachers' Forum, and Blogs.
- Extra exercises from other books.
- The internet, podcasts, articles, videos.
- Using the internet, social media, and books.
- Internet with all forms of materials, podcasts, websites and videos.
- Materials from the internet.

Q6. Do you think that teaching cultural elements about the target Culture is important?

Table 11: The importance of teaching Culture

Options	N (number of Teachers)	% (Percentage)
Yes	30	100%
No	0	0%
Total	30	100%

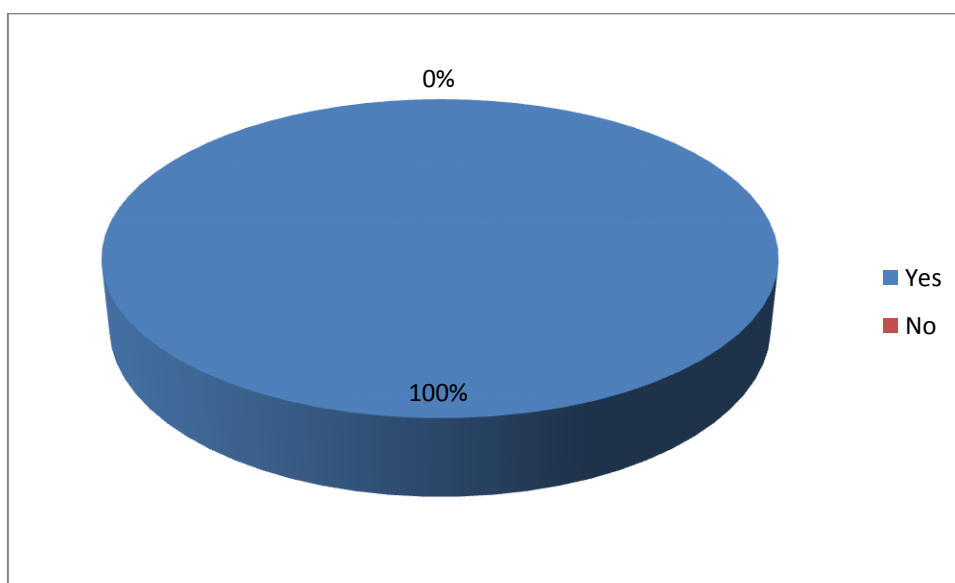


Figure 17: The importance of teaching Culture

This table shows that all the teachers with no exception (100%) believe that teaching Culture is important and should be include in teaching any Foreign Language.

Q7. Do you think that language can be learnt in isolation of its culture?

Table 12: The interconnection of Language and Culture.

Options	N (number of Teachers)	% (Percentage)
Yes	3	10%
No	27	90%
Total	30	100%

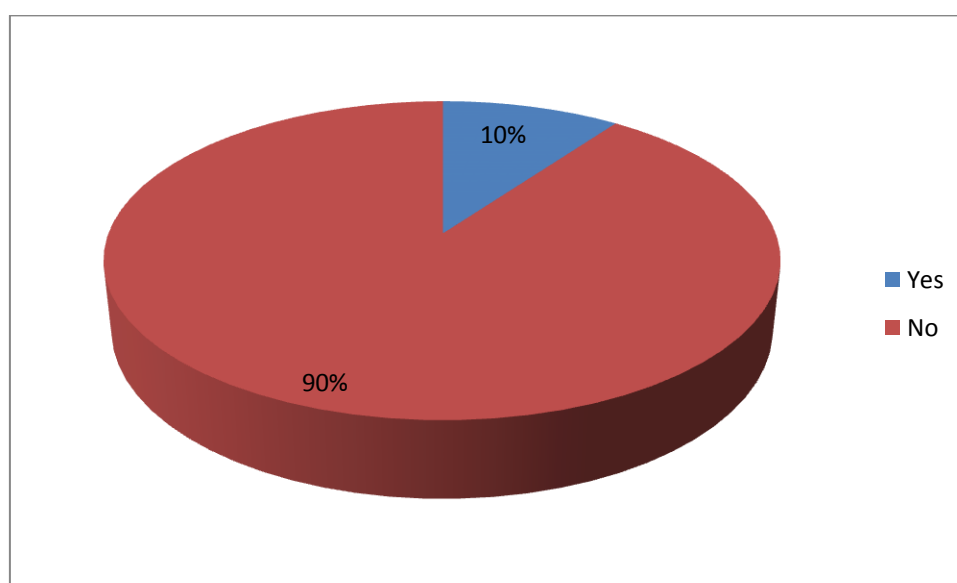


Figure 18: The interconnection of Language and Culture.

This question aims to see whether language could be learnt in isolation of culture, 90% of English teachers claim that it cannot be learnt alone, yet 10% of them see that language can be learnt without referring to its Culture.

Q8. Do you agree on that integrating culture motivates students to learn language?

Table 13: Culture and motivation

Options	N (number of Teachers)	% (Percentage)
Strongly disagree	0	0%
Disagree	0	0%
Agree	12	40%
Strongly agree	18	60%
Total	30	100%

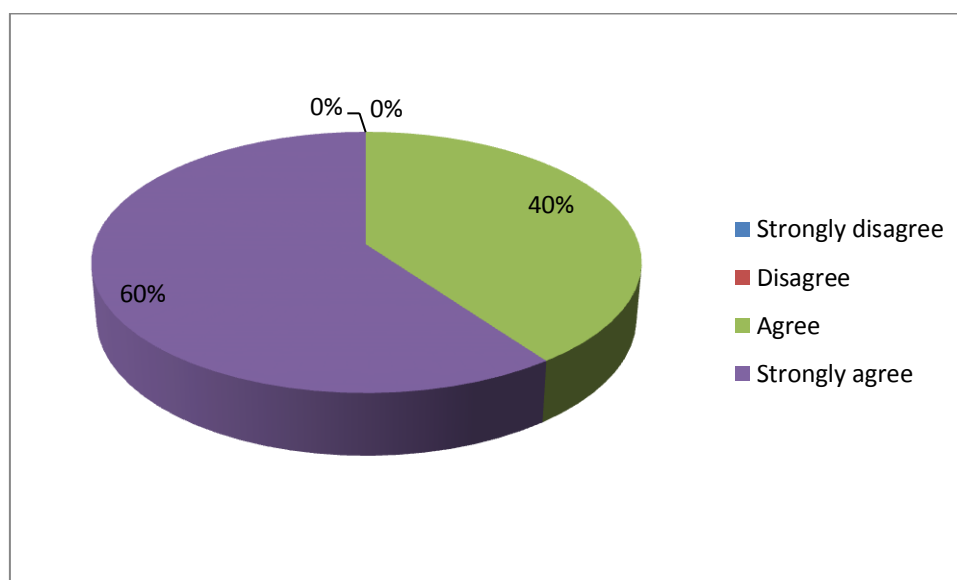


Figure 19: Culture and motivation

In order to examine if teaching Culture motivates students to learn more about the foreign language or not, this question was designed. Therefore, as the figure shows 60% of teachers strongly agree on the fact that students re motivated to learn more about the target Language when they learn its Culture, however 40% of them believe the opposite.

Q9. Throughout your teaching experience, do you feel that students have enough cultural knowledge about the English-speaking countries?

Table 14: Awareness of English Cultures.

Options	N (number of Teachers)	% (Percentage)
Yes	8	26.7%
No	22	73.3%
Total	30	100%

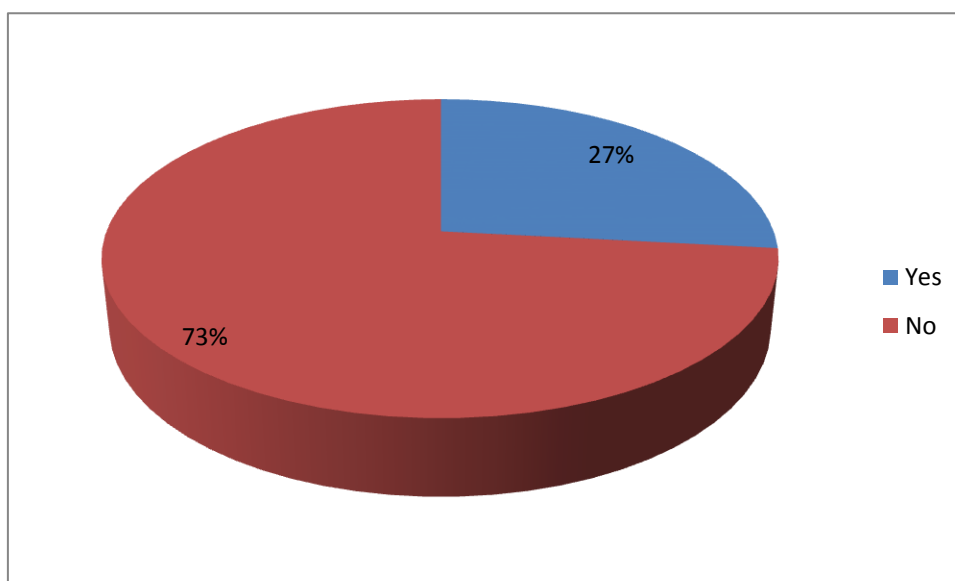


Figure 20: Awareness of English Cultures.

This question aims to examine the cultural knowledge of students about the English-speaking countries, 73.3% of teachers claim that students don't know about the culture of native speakers, while 26.7% of them claim that students have efficient knowledge of the target Culture.

Q10. According to you what are the techniques of teaching culture?

Table 15: Techniques to teach Culture

Options	N (number of Teachers)	% (Percentage)
Using authentic materials.	08	26.6%
Set learners to different types of activities that go hand in hand with culture.	06	20%
Using audio-visual materials, role play, videos, and listening scripts.	16	53.5%
Exposing learners to real situations such as real English conversations and Dialogues	10	33.3%
Total	30	100%

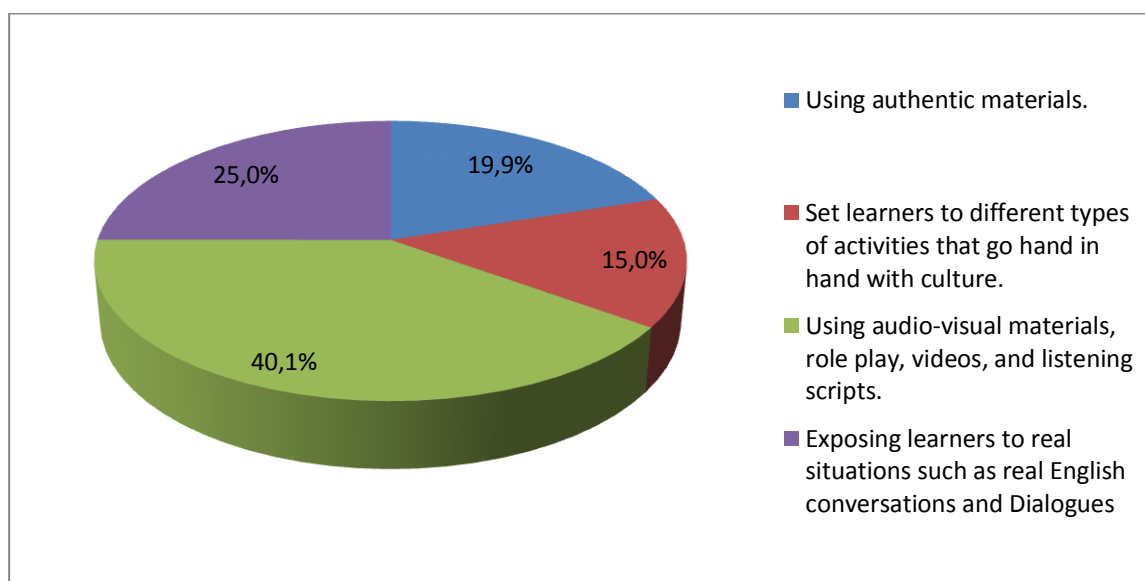


Figure 21: Techniques to teach Culture

In order to examine which techniques that are used by teachers to integrate the Target Culture, this question is designed and teachers were free to choose more than one element, as the figure shows, most of teachers (53.3%) believe that using audio-visual materials, role play, videos, and listening scripts; is the best way to teach culture, 33.3% of them perceive that exposing learners to real situations such as real English conversations and dialogues is

more effective, 26.6% believe that using authentic materials is more suitable. The left 20% see that setting learners to different types of activities that go hand in hand with culture is the most successful technique.

Q11. Is the English culture well- treated in the activities of 3rd Year Book *New Prospects*?

Table 16: The integration of Culture in *New Prospects*

Options	N (number of Teachers)	% (Percentage)
Yes	13	43.3%
No	17	56.7%
Total	30	100%

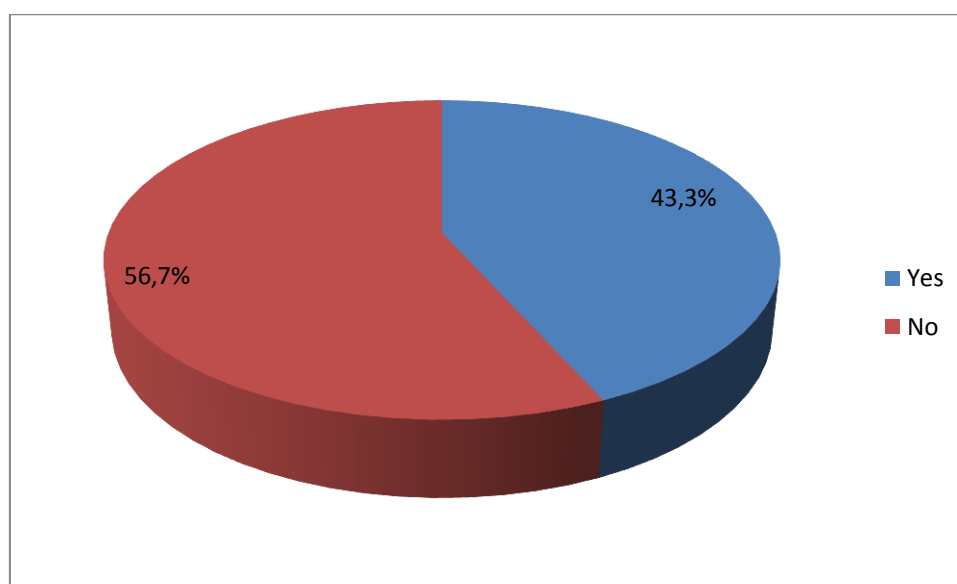


Figure 22: The integration of Culture in *New Prospects*

This question aims to examine if English Culture is well-treated in *New Prospects*. As the figure shows 56.7% of teachers see that English Culture is not presented enough in the book, however 43.3% see that English Culture is well-treated in *New Prospects*

Q12. If no, do you design particular activities and materials to teach things about foreign culture?

Table 17: The use of extra activities and materials

Options	N (number of Teachers)	% (Percentage)
Yes	13	76.4%
No	4	23.6%
Total	17	100%

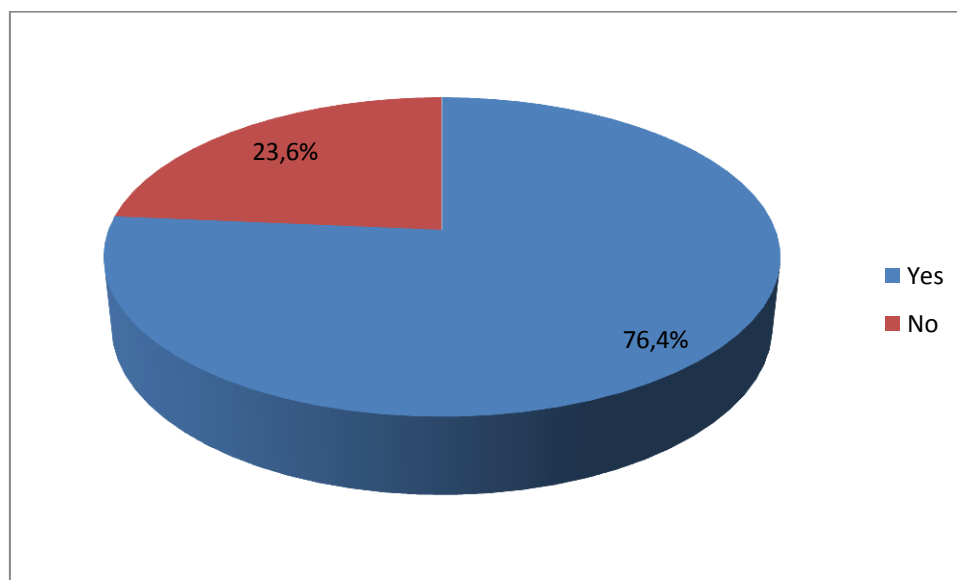


Figure 23: The use of extra activities and materials

Teachers who claim that the English Culture is not presented in the textbook New Prospects have been asked if they use extra materials to teach English Culture. 76.4% of them say that they do use extra materials. While the rest of them (23.6%) claim that they do not use any other materials.

Q13. Do you think that the target culture affects positively or negatively the learners' native identity

Table 18: The effect of teaching Target Culture on learners' own Culture.

Options	N (number of Teachers)	% (Percentage)
Positively	28	93.4%
Negatively	02	6.6%
Total	30	100%

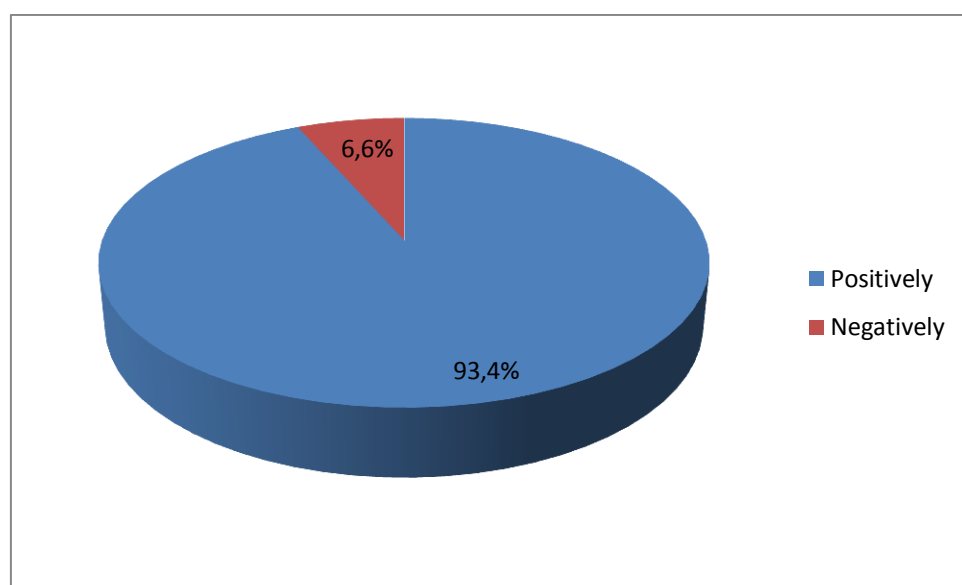


Figure 24: The effect of teaching Target Culture on learners' own Culture.

In order to examine how teaching other Cultures affects the learner's own Culture, we designed this question. 93.4% of English teachers state that there is a positive effect on their own Culture, but 6.6% believe the opposite.

Q14. Do you think that the cultural components of the 3rd Year Book *New Prospects* aim at developing:

Table 19: The Effects of Target Culture on learners

Options	N (number of Teachers)	% (Percentage)
The learners' knowledge about the target culture.	01	3.4%
The learners' knowledge about their own culture.	07	23.3%
The learners' awareness about the similarities and differences between their culture and the target culture.	15	50%
d. All of them	07	23.3%
Total	30	100%

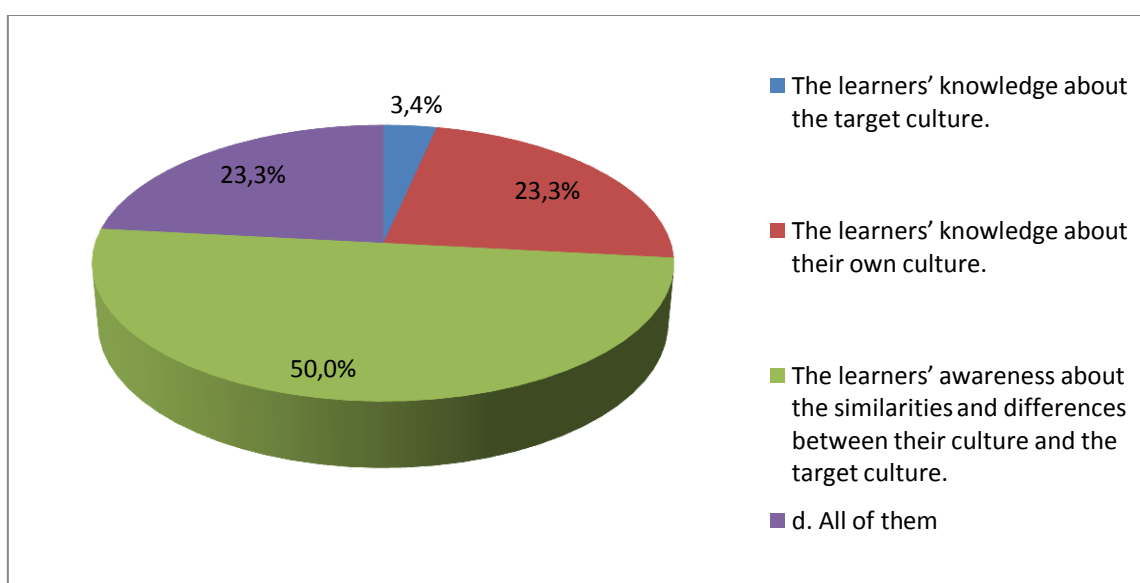


Figure 25: The Effects of Target Culture on learners

According to the figure, 50% of teachers claim that teaching the Target Culture allows the students to be culturally aware of the differences and similarities between his Culture and the Others' Culture. While 23.3 % believe that knowing the Target Culture affects the learners' knowledge about his own. Few of them (3.4%) believe that teaching the Target Culture just makes the students be aware of that Culture. The rest of them (23.3%) think that teaching the Target Culture affects the students from all the mentioned above points.

Q15. What can you do to enhance students' cultural knowledge?

In order to examine different solutions to overcome challenges and issues faced by English teachers suggested the following alternatives:

- Bringing newspapers, using films, songs, and theatre pieces.
- Using ICT's and other sources that are not included in the textbook.
- Materials, Internet, and ICT's
- Use authentic materials, real life situations, and conversations.
- I personally bring authentic materials
- We could bring some resources of target Culture, but since learners are required to pass BAC exam, we focus on the preparation of the Exam.
- Learn more about the target culture through texts.
- To invite learners to be involved in the cultural side of the language through songs, books, movies,...etc
- Using books, short stories, poems to expose to different perspectives, and presenting projects about other countries' customs and historical events.
- Reading, listening and other tools like scripts and telling short stories.
- Expose students to diverse perspectives, traditions, and history from around the world by following effective strategies
- Watch global movies, listen to music, and assign projects where students research on a culture of their choice.
- By using new sources such as internet and social media

Q16. Are there any suggestions or comments?

At the end of the questionnaire, teachers were asked to comment on this topic, some of them suggested:

- Changing the content of the program.
- Some reforms to adopt the curriculum to the modern world
- Make radical reforms in the syllabus
- Better to make reforms that take into consideration globalization.
- The textbook should be changed if we want to teach the target Culture or apply another method of teaching because the CBA doesn't fulfill its task
- I think that English book is not rich with topics and texts that help the learners to know more about the Culture.

- Attend events enhances learners' vocabulary and motivates them to learn and discover cultures.
- Initiating some reforms to change some components of the curriculum.

3. Discussion of the Results

In this part, a textbook evaluation and teachers' questionnaire were carried out to achieve the research's objective. Overall, the results obtained from the analysis of the textbook show that "*New Prospect*" has both positive and negative points that just need to be worked on. *New Prospects*' activities present the Target Culture but in an insufficient way that makes the learners' knowledge limited. Therefore, the Textbook should be rich more with different elements of Target Culture such as: Living style, food, customs, architecture, economy, views and beliefs, hobbies, gestures and body language,...etc.

The findings of the teachers' questionnaire are generally positive regarding the use of "*New Prospects*" in teaching English Culture. Teachers agree on that Cultural elements are presented in the textbook especially in activities and tasks. Also, the book serves as a motivational tool that captures the learners' interest and raises his awareness towards the Target Culture. Moreover, results show that it is important to integrate Culture in teaching any foreign language, yet the textbook should not be the only tool to use as a source of knowledge; therefore, teachers claim that there are several techniques that enable both teachers and learners to make the teaching process effective such as: Using authentic materials, setting learners to different types of activities that incorporate cultural aspects, Using audio-visual materials, role play, videos, listening scripts, exposing learners to real-life situations such as real English conversations and dialogues. However, teachers argue that "*New Prospects*" neglects the Target Culture and depends only on the learners' own culture, thus, the textbook should be subject to modifications that enable the learner to be aware of English and American Culture. This issue led the teachers to create new effective ways to teach the target Culture such as changing the book, or the curriculum and make it fit with the modern world using ICT tools, audio-visual materials, creating new projects that aim at discovering the target culture.

To conclude, although there are some cultural elements presented in *New Prospects*' activities, yet some modifications should be implemented in order to raise the cultural awareness of learners to enable them compare their own Culture to the Target Culture.

Conclusion

In order to investigate the integration of Cultural elements in the activities and tasks suggested in 3rd year textbook “New Prospects”; this study is conducted by adopting a quantitative approach in which we used two instruments that help us to gather descriptive data, a textbook evaluation using Chen Checklist (2009) to examine the different cultural elements in New Prospects’ activities. Additionally, the questionnaire that was designed for teachers to investigate their attitudes and opinions towards the use of New Prospects to teach Culture especially in terms of activities and tasks.

Results revealed that there is positive attitude towards the textbook, because it mainly captures the learners’ interest and motivates them to learn about the Target Culture. However, there are some negative comments that claim that New Prospects deals superficially with cultural elements; therefore, some modifications should be initiated in order to raise cultural awareness among students.

General Conclusion

The current study aims to investigate the cultural elements in third year textbook “*New Prospects*” in which a textbook analysis is made to seek the way culture is presented and classified within the activities and tasks of “*New Prospects*”. It is composed of two chapters. The first one is concerned with education, culture, and textbook, these three elements are defined and explained to show their importance and their interrelation. Culture and language are considered as intertwined; it would be futile to teach a language without referring to its culture. Moreover, the textbook is considered as an effective tool to teach target Culture, therefore, the importance of using a textbook is explained in this part of the study along with different methods that are used to evaluate textbooks.

The second chapter includes an analysis of *New Prospects* in order to evaluate how target culture is integrated in the activities and tasks. We adopted a Chen checklist (2009) that deals with studying the elements of Culture (Culture and culture). Results show that target Culture is almost absent in the activities and tasks of the textbook *New Prospects*, and if it existed it revolves only about history and education. Therefore, some radical modifications should be put in order to address these issues and suggest effective solutions.

In order to perceive the teachers’ attitudes and views about the integration of Target Culture in the English Textbook *New Prospects*, we designed a questionnaire targets 30 teachers of English of secondary schools in Khenchela. Teachers’ answers were highly positive towards the usefulness of *New Prospects* in teaching Culture, yet they complain about the lack of effective materials to teach culture and suggest implementing a new effective curriculum that targets the learners’ needs and facilitates the teachers’ work.

New Prospect is considered as an effective tool to teach Target Culture, yet it is not efficient since the elements of the Target Culture are limited; therefore, different solutions were proposed to overcome this issue, such as: designing new syllabus that deals more with Target Culture in order to make students able to compare their own culture with the target one. However, some modifications should be done to make students culturally aware, such as introducing new elements (living style, customs, beliefs, music, art, architecture, etc.). Also, teachers should be creative when presenting the target culture by introducing authentic materials and using audio-visual devices, interviewing native speakers, analyzing a movie or a song....

To conclude New Prospect is considered as an effective tool to teach Target Culture, yet some modifications should take place to make students aware of their culture as well as the target culture.

Limitations of the study

Due to the limited amount of time, this research is restrictive since it does not incorporate more investigative tools. Initially, it was planned to conduct interviews with five inspectors of English and to administer a questionnaire to both students and teachers to examine the respondents' attitudes towards the target culture and their views concerning the inclusion of cultural aspects in the teaching framework of 'New Prospects'. These types of research studies, however, take a particular period of time due to the length required for each instrument. Meanwhile, the administered study, which is textbook evaluation, suffices the research and assists in achieving results.

Suggestions and recommendations

Considering the findings, this study makes further recommendations which should be properly applied by language teaching practitioners and textbook designers. It proposes increasing exposure to the cultural aspect of both the target and native cultures; by doing so, we could bridge both cultures to enhance students' cultural awareness. It is necessary for teachers, on the other hand, to keep in mind that the textbook itself is not an end but a means of teaching; thus, it can be subject to change. Hence, teachers can feel free to adopt different techniques to integrate the target culture: preparing activities and materials that include short stories, poems and excerpts (parts from a speech, book, film...etc.) from classic and contemporary English literature can make learners aware of the English culture. It is also advisable to devise activities based on festivals and traditions to discuss major English holidays and their significance. Another important means to incorporate the target culture would be media and film. Analyzing popular English films and television shows, exploring themes and cultural references, encouraging critical thinking about representation and storytelling, all this can motivate learners to enhance intercultural competence.

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7. Do you think that language can be learnt in isolation of its culture?

a. Yes

b. No

8. Do you agree that integrating culture motivates students to learn language?

a. Strongly disagree

b. Disagree

c. Agree

d. Strongly agree

9. Throughout your teaching experience, do you feel that students have enough cultural knowledge about the English-speaking countries?

a. Yes

b. No

10. According to you what are the techniques of teaching culture?

a. Using authentic materials.

b. Set learners to different types of activities that go hand in hand with culture.

c. Using audio-visual materials, role play, videos, and listening scripts.

d. Exposing learners to real situations such as real English conversations and Dialogues

11. Is the English culture well- treated in the 3rd Year Book *New Prospects*?

a. Yes

b. No

12. If no, do you design particular activities and materials to teach things about foreign culture?

a. Yes

b. No

13. Do you think that the target culture affects positively or negatively the learners' native identity

a. Positively

b. Negatively

14. Do you think that the cultural components of the 3rd Year Book *New Prospects* aim at developing:

a. The learners' knowledge about the target culture.

b. The learners' knowledge about their own culture.

c. The learners' awareness about the similarities and differences between their culture and the target culture.

d. All of them

15. What can you do to enhance students' cultural knowledge?

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.....
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16. Are there any suggestions or comments?

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Thank You