

People's Democratic Republic of Algeria

الجمهورية الجزائرية الديمقراطية الشعبية

Ministry of Higher Education and Scientific Research

وزارة التعليم العالي و البحث العلمي

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The Role of Middle School Textbooks of English in Shaping the Cultural Identity of Algerian Learners

The Case of Middle Schools in Khenchela and Oum El Bouaghi

A Dissertation Submitted in Partial Fulfillment of the Requirements for
Master's Degree in Language and Culture

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June 2024

Dedication 1

With deep affection, I would like to dedicate this achievement to my family, my source of support and success...

*To my dearest **mother** and to my beloved **father**; though he is not physically here besides me... **Your** love, guidance, and wisdom have always been my source of strength and inspiration.*

***Mom**, your unwavering support and endless sacrifices have shaped me into the person I am today...*

***Dad**, your memory lives on in my heart forever, and I will always carry your values and inspirations with me...*

This work is a tribute to both of you, reflecting the love, dedication, and resilience you instilled in me...

***Papa!** I wish you could be here today to share in this moment, but I know you're proud of me.*

Thank you for being my guiding lights, now and forever...

To you my siblings; my brother and two sisters for always believing in me

To you my friend Dalila ... You have always been there for me and that means the world to me ...

Last but not least to my adorable felines: Masha, Gucci, Stitch, Spirou and Sakura ... You have always been there with me in my late-nights toil (waiting for treats only)

*To all those who believed in me... **Sara BENBOUZID***

Dedication 2

Firstly and foremost, I would like to give my undeniable and unforgettable thanks to the Most Gracious and most Compassionate the Almighty (Allah), that has provided us with a lot of blessing that can never be counted.

*I dedicate this work to my **Mother** and **Father** with gratitude and love
To my **sisters** and **brother**...*

I wish you a successful life, happy days and healthy years...

Stay strong, face problems with no fear...

Miled Hadria BENABBES

Acknowledgments

This dissertation has become a reality first with the help of Allah the Almighty Thanks to the wisdom He bestowed upon us, the strength and good health to finish this work.

It is also a genuine pleasure to express our deep sense of thanks and gratitude to our Supervisor and guide **Dr. Abderrazak BEDDIAF** for his keen interest and above all his overwhelming attitude to help us complete this work. His timely advice and meticulous scrutiny have helped us to a great extent to accomplish this task. We would also like to express our warmest gratitude to the members of the jury.

Furthermore, our sincere gratitude goes to our families who have been there to support and encourage us until this work came into existence.

ABSTRACT

This study examines how cultural content is represented in ‘The Algerian Middle School Textbooks of English’ for the four grades. It adopted a mixed methods approach. The quantitative data gathered using the teachers’ and learners’ questionnaires were analyzed statistically, a sample of 71 middle school teachers nationwide and a sample of 118 pupils from several middle schools in Khenchela and Oum El Bouaghi were selected randomly. The qualitative data of middle school textbooks of English designers’ interviews were analyzed thematically. Data were further gathered and analyzed qualitatively using classroom observations and content analysis of the four textbooks. The findings indicated that aesthetic aspects dominate the frequency of cultural content, followed by sociological and semantic reasons. Notably, the pragmatic aspect was entirely missing. The study also found that the source culture has the highest percentage, followed by international culture, while the target culture has the lowest rate. Furthermore, the findings revealed that textbooks do not adequately assist learners in enhancing their cultural knowledge or in communicating in situations of intercultural communication.

Key words: Cultural identity; Target/Source culture; Algerian Middle School; EFL textbooks/ curriculum; Multiculturalism

LIST OF ABRIVIATIONS

MST: Middle School Textbook.

MSTs: Middle School Textbooks.

BC: Big C culture.

SC: Small c culture.

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الملخص

**GENERAL
INTRODUCTION**

General Introduction

Education plays a vital role in shaping learners' cultural identity, and middle school textbooks (MSTs) of English are key in this process. Focusing on Algerian learners, these textbooks have a potential power to nurture cultural pride and understanding among learners. By delving into how these textbooks influence the cultural identity of Algerian young learners, we can uncover the profound impact of educational resources on shaping learners' perceptions and self-awareness. This exploration opens doors to understanding how educational materials can enrich learners' cultural experiences and foster a strong sense of identity.

1. Background of the Study

The cultural identity of young individuals plays a crucial role in their personal development and social integration. After the reforms conducted by the Algerian Ministry of National Education in 2016 and in reference to the reform guidelines entitled Second Generation Programs; a primordial importance was given to the integration of culture in teaching English at middle school (Supporting Documents published by the Ministry of National Education, (2016, p.115). Algerian MSTs of English serve as influential educational resources that can significantly impact the formation of cultural identity among Algerian learners. They are an important source of information about Algerian history, culture and society. They also promote certain values and ideals that are considered important to the Algerian society. In this regard, James Loewen (1996, p40) stated that “Textbooks are not neutral instruments. They are carefully crafted artifacts that reflect the values and perspectives of the society in which they are produced.” Lafayette (1988) as well stated

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that teachers focus most of their efforts and time in teaching grammatical and lexical items, without real emphasis on culture as an aspect of the curriculum. Fantini (1997), in his turn, argued that tutors and educators perceive culture as complementary or incidental to “the real job” (p10).

Furthermore, one of the most important ways in which MSTs shape Algerian cultural identity among learners is by teaching them about Algerian history. The textbooks emphasize the importance of Algerian resistance to French colonialism and the struggle for independence. They also highlight the achievements of Algerian heroes and leaders. This helps learners to develop a sense of pride for their country and its history. In addition to teaching learners about Algerian history, MSTs also teach them about Algerian culture. They discuss Algerian customs, traditions and arts. They also introduce learners to Algerian literature and music. This helps them to develop a sense of appreciation for their country’s culture.

Moreover, MSTs play a role in promoting national values. They emphasize the importance of unity, patriotism and civic responsibility. They also teach Algerian learners at middle school stage about the importance of respecting others and protecting the environment. These values are considered important to Algerian society, and they help to shape the cultural identity of young Algerian learners.

This research aims to explore the role of MSTs of English in shaping the cultural identity of Algerian learners, with a focus on the content, representation, and perspectives presented in these textbooks.

2. Statement of the Problem

The cultural identity of Algerian learners is influenced by various factors, and one significant influence is the content presented in MSTs of English. However, there is a lack of comprehensive research on the specific role of textbooks in shaping the cultural identity of Algerian learners. The lack of comprehensive research on the effectiveness of Algerian English language MSTs in accurately representing Algerian culture and fostering cultural awareness among young learners poses a significant challenge. The authenticity of content, cultural relevance, impact on cultural awareness, and pedagogical practices surrounding these textbooks remain areas requiring thorough investigation.

Understanding whether these textbooks align with the diverse cultural landscape of Algeria, resonate with the learners' lived experiences, and influence cultural identity formation, as well as whether they are effectively utilized by teachers to promote cultural understanding is crucial for enhancing cultural education in Algerian middle schools. This study aims to address this gap and explore the impact of MSTs on the cultural identity formation of Algerian learners.

3. Aim of the Study

By conducting this research, we aim at gaining valuable insights into the role of MSTs of English in shaping the cultural identity of Algerian learners and to explore the representation of Algerian culture, including historical, linguistic, and religious aspects, in Algerian English MSTs, and to evaluate the extent to which these textbooks promote cultural diversity and inclusivity.

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Additionally, the research aims to investigate how learners perceive and internalize the cultural messages conveyed through MSTs of English, examining the impact of textbook representations on learners' cultural awareness, appreciation for diversity, and sense of belonging to their cultural community.

By addressing these aims, the research can provide valuable insights into the role of MSTs of English in shaping the cultural identity of young Algerian learners and contribute to the development of more inclusive and culturally responsive educational materials in Algeria.

4. Research Questions

Our main research questions in this study are:

- a) How do MSTs of English in Algeria represent Algerian culture and address the historical, linguistic and religious aspects of Algerian identity?
- b) To what extent do MSTs of English in Algeria promote cultural diversity and inclusivity?
- c) How do Algerian learners perceive and internalize the cultural messages conveyed through MSTs of English

5. Research Methodology

This research has employed quantitative methods to gain a comprehensive understanding of the topic. Questionnaires were administered to both teachers and learners to gather data about their perspectives and experiences regarding the cultural messages conveyed through MSTs of English.

6. Scope of the Study

This study focuses on understanding how MSTs of English influence Algerian learners' cultural identity formation and aims to explore the challenges and perspectives related to integrating cultural elements into these textbooks.

7. Rationale

Textbooks worldwide serve as primary sources of information to and knowledge about different cultures. They play a crucial role in conveying cultural messages to learners by providing them with insights into various cultural practices, beliefs, traditions and values and helping them develop a broader understanding of the world around them.

This study aims to explore how Algerian MSTs of English impact learners' cultural identity by examining the content of these textbooks and how they portray cultural elements. The research intends to uncover the importance of integrating cultural elements into MSTs of English and its effects on the development of Algerian learners' cultural identity.

8. Significance of the Study

This study aims at investigating the role of Algerian English MSTs of English in shaping Algerian cultural identity for Algerian learners. The study will provide valuable insights for curriculum developers, enabling them to create more inclusive and culturally responsive educational materials.

By understanding how MSTs of English influence cultural identity formation, educators can design curricula that promote a positive and empowering sense of cultural identity among Algerian learners. Policymakers can also benefit from this research by

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incorporating its findings into educational policies and guidelines, ensuring that textbooks align with the cultural diversity of the Algerian population. This knowledge can be applied to other educational contexts and contribute to the development of more culturally sensitive and inclusive teaching practices.

Additionally, this research will provide young Algerian learners with a platform to voice their perceptions and experiences regarding the cultural messages conveyed through MSTs of English. The study will contribute to the broader field of cultural identity research, enhancing our understanding of how educational resources shape the cultural perspectives and attitudes of young individuals. By exploring the various dimensions of MSTs of English, this research has shed light on the complex interplay between content, language, visual representation, and pedagogical approaches in the formation and reformation of cultural identity.

This dissertation aspires to be a cornerstone in the ongoing exploration of cultural transmission through education. It aims to cultivate a deeper understanding of how these materials shape the cultural identity of young Algerian learners. By fostering this understanding, we contribute to ensuring the vibrant tapestry of Algerian culture continues to flourish for generations to come.

9. Structure of the Study

The study will be structured into two main chapters. Chapter 1 will focus on Literature Review. This section will involve reviewing existing studies on how textbooks influence cultural identity formation, analyzing literature concerning Algerian learners and their cultural identity development, and identifying any gaps in current research and theoretical frameworks. Moving on to Chapter 2, Data Collection and Analysis will be the primary

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focus. This chapter will involve conducting questionnaires and interviews with middle school teachers, learners to gather data on their perceptions of cultural identity, including attitudes, beliefs, and values. The collected data will be analyzed to identify patterns and correlations between MSTs of English content and cultural identity development among Algerian learners.

Chapter One: Literature Review

Introduction

Algeria's rich cultural heritage presents a unique challenge and opportunity for educators. MSTs of English play a crucial role in shaping young learners' perceptions of their cultural heritage, societal norms, and national identity. These textbooks harbor a "hidden curriculum" that influences how learners perceive themselves in relation to their cultural background. Analyzing the portrayal of Algerian history, national identity, and social norms within these textbooks is essential to understanding the process of cultural transmission. Existing studies highlight the importance of fostering intercultural understanding through cultural references and literary texts, ultimately promoting a sense of pride in heritage, inclusivity, and cultural competence among young Algerians.

I.1. Big c Culture and Small c Culture

Culture is a complex and multifaceted concept encompassing the shared beliefs, values, practices, behaviors, knowledge, and artifacts of a particular group of people, passed down from generation to generation. It expresses the unique way of life that distinguishes that group (Tylor, 1871). Big "C" Culture, often referred to as objective culture, represents the formal and visible aspects of a society's cultural identity, including elements such as art, history, literature, and traditions that are consciously shared and passed down through generations (Tornberg, 2000). It refers to the artistic and intellectual achievements of a particular society, often associated with the elite or upper classes. This includes works of literature, music, art, theatre, philosophy, and science considered to be of the highest quality and enduring value (Kroeber & Kluckhohn, 1952). On the other hand, small "c" culture, (Everyday Culture) focuses on the lived experiences and everyday practices of ordinary people within a society. It encompasses customs, traditions, rituals, language use,

social norms, food habits, dress styles, popular culture, and other aspects that shape daily life (Chastain, 1988).

Understanding the distinction between big “C” Culture and small “c” culture is essential in exploring how MSTs can effectively shape the cultural identity of young Algerian learners, as they play a pivotal role in transmitting both the explicit and implicit aspects of Algerian culture.

I.2. Historical Context of Education in Algeria

Education in Algeria went through different reforms. After decolonization, the decision makers broke with the French educational system and opted for a national education that would unify the population and promote national spirit. This reform was mainly characterized by advancing textbooks that are locally produced for mass-consumption in the Algerian classrooms.

The development of education in Algeria has been influenced by colonialism-independence struggles, and efforts to build a post-colonial national identity. As Greene (2005) notes, Aristotle believed that “the roots of education are bitter, but the fruit is sweet,” highlighting the initial challenges but ultimate rewards of learning. He acknowledges the challenges and sacrifices that come with pursuing education but emphasizes the rewarding outcomes that education can bring.

The historical context of Algeria is clearly reflected in the struggles and resilience of Algerians in seeking education despite obstacles and hardships. The content and structure of textbooks have evolved over time in response to these historical forces, reflecting changing ideologies and priorities in Algerian society.

The history of education in Algeria is marked by significant transformations since independence from French colonial rule in. Initially, the country faced substantial challenges in developing its educational system, with only 10% of the indigenous population literate and less than a third of children attending school at the time of independence (Benrabah, 2007, p. 12; Heggoy, 1973, p. 45). The FLN government, which had led the fight for independence, viewed education as crucial for industrialization, reducing inequality, and advancing economic development (Benziane, 2004, p. 78). To achieve these goals, the government invested heavily in education, making it compulsory and centralized (Cheriet, 1996, p. 102; Merrouche, 2007, p. 156).

The early years of independence saw a focus on Arabization, with the goal of promoting national unity and cultural heritage. This process involved the gradual replacement of French as the primary language of instruction with Arabic (Boukella & Abdallah, 2018, p. 23). However, the transition was difficult due to a lack of Arabic-speaking educators (Dehda, 2012, p. 34). Despite these challenges, the Arabization process continued, with the government eventually fully Arabizing school curricula by the 1980s (Rose, 2015, p. 67).

Algeria has sought to assert its national identity and preserve its cultural heritage through education. In the context of language education, English was introduced as a foreign language in the 1960s and 1970s, primarily as a tool for economic development and international communication (Zahrouni, 1993, p. 89). The Algerian educational system, influenced by the Napoleonic system, was structured to mirror the French model, with a focus on centralization and standardization (The Higher Education System in Algeria

National Report, 2019, p. 12). This led to a dominant French influence in education, which was later challenged by the Arabization process.

Textbooks have been used as a tool for promoting national unity, fostering patriotism, and instilling pride in Algerian history and achievements. However, the Content of textbooks has also been subject to political influences, with successive governments shaping the narrative to reflect their ideologies and agendas.

I.3. Role of Education in Shaping Cultural Identity in Algeria

Education plays a significant role in shaping cultural identity in Algeria. “Education is the passport to the future, for tomorrow belongs to those who prepare for it today.” Malcolm X (1964, p. 86). Malcolm highlights the importance of education in equipping individuals with the knowledge and skills necessary to shape their own future and contribute meaningfully to society. Education plays a crucial role in nurturing cultural identity by providing individuals with a deeper understanding of their own heritage, traditions, and values.

The Algerian educational system has been instrumental in transmitting cultural values, traditions, and beliefs to the younger generation, thereby contributing to the maintenance and preservation of the country’s unique cultural identity. One of the key ways in which education shapes cultural identity in Algeria is through the inclusion of cultural content in the curriculum. The Algerian educational system has made efforts to incorporate elements of Algerian history, literature, language, and traditions into the school curriculum. By teaching learners about their cultural heritage, education may help instill a

sense of pride and belonging in young Algerians, fostering a strong connection to their cultural roots (Benrabah, 2007, p. 12; Heggoy, 1973, p. 45).

In addition to fostering cultural pride and preserving traditions, education plays a crucial role in shaping the collective identity of the Algerian society. By promoting values such as solidarity, tolerance, and respect for diversity, education helps build a sense of national unity and cohesion among Algerians from different cultural backgrounds. This sense of unity is essential for maintaining social harmony and fostering a shared national identity (Benziane, 2004, p. 78; Cheriet, 1996, p. 102).

I.4. Value of Cultural Education

Because cultural competence is unquestionably an essential component of learning a foreign language, culture should be taught in language courses. Valdes (1986, p68) argued that “Because target culture and language instruction are inextricably linked, it is difficult to ignore or avoid teaching it”. Furthermore, cultural awareness is crucial in language instruction since it advances language proficiency, according to Byran (1989). He maintains that since language represents the speaker’s values and worldview, all language curricula should incorporate aspects of the culture, whether overtly stated or implied. As a result, one cannot study a language and disregard the goals and ideals of its speakers. Put differently, communicating in a language involves conveying messages that reflect a specific way of thinking and living.

Teaching culture is obviously necessary because language use has its own social grammar of situations, standards of interpretation, and speaking rules .Studying a language without considering its cultural foundation keeps one from being socialized into its

environment, according to Ned Seelye and the political, social, religious, or economic systems are not particularly revealed by an understanding of language structure alone (1976).

I.5. Effects of Avoiding Teaching Culture

Failure to incorporate cultural components into FL teaching might lead to many issues for learners. Neglecting cultural education creates a knowledge gap. According to Kramsch (1996, p.99) “educators are forcefully reminded that knowledge of a person’s language is no guarantee of mutual understanding if one does not; at the same time, gain an understanding of that person’s culture”. Learners may face difficulties to understand and empathize with those from different backgrounds.

This limited perspective can fuel stereotypes and prejudice .Furthermore, Ladson-Billings (1995, p. 34) highlights that “students from diverse backgrounds may feel alienated, leading to academic disengagement in classrooms that fail to acknowledge their cultural experiences”. Ultimately, this lack of cultural competency, as described by Moran (2004, p.181), “Today’s interconnected world, where the ability to interact effectively with people from different cultures is essential for success in many fields” highlights the crucial importance of effective interaction with people from different cultures. By neglecting to incorporate cultural education, learners may lack the necessary skills to communicate across cultures and appreciate the richness of global diversity. Understanding different cultures can foster empathy, tolerance, and open-mindedness which are essential qualities in today’s globalized society. By integrating cultural education into the curriculum, learners

may develop a more profound appreciation for diversity and enhance their ability to thrive in mutual settings.

I.6. Textbook Evaluation

Textbooks are educational materials and resources that contain structured content used in the teaching and learning process. They are designed to support learning in a specific subject or discipline. They are commonly used in school to assist teachers design and plan their lessons on one hand and to provide learners with essential information, explanations, examples and exercises related to the curriculum on the other hand.

However, Grant (1987, p.8) agrees “perfect book does not exist”. Hence, a textbook evaluation is highly primordial. Evaluation is a dynamic process which investigates the suitability and appropriateness of an existing practice (Rea-Dickens & Germaine, 1992). It involves assessing the quality, relevance and effectiveness of educational textbooks. This process includes analyzing various aspects of a textbook such as its content accuracy, organization, alignment with curriculum principles, clarity of language, inclusivity of diverse perspectives including cultural ones and engagement of learners. Through textbook evaluation, educators can make informed decisions about which resources best meet the needs of their learners and support effective teaching and learning.

I.6.1. Importance of Textbook Evaluation

The importance of textbook evaluation lies in its ability to ensure that the educational resources used in classrooms fully align with educational goals. It helps educators identify strengths and weaknesses in these printed resources leading to continuous improvement in teaching practices and better outcomes for learners. As Littlejohn (1998, p.64) says

“textbook evaluation serves the purpose of examining whether the methodology and content of the materials are appropriate for a particular language teaching context.”

Textbook evaluation particularly the assessment of cultural components within textbooks, is crucial for ensuring that educational resources accurately reflect and respect the cultural aspects necessary for the subject matter. By evaluating the cultural content in textbooks, educators and stakeholders can promote inclusivity, diversity and cultural sensitivity in the learning environment, which is essential for shaping learners’ cultural identity positively. This process helps learners connect with their heritage and foster mutual understanding, as well as cultivates a more inclusive and respectful educational experience.

Finally, it is worth differentiating between textbook evaluation and textbook analysis. Tomlinson (2003) distinguishes between evaluation; as being subjective and that it focuses on the users of the materials and makes judgments about them; and analysis as an objective process that intends to identify the materials as they are. The latter investigates the content of the materials, their aimed achievements and what they require learners to do. Hence, analysis needs to precede evaluation.

I.7. Textbook Analysis

Textbooks are a kind of texts that are used in curriculums for instructional purposes (Brown, 2001), while textbook analysis can be defined as a comprehensive examination of textbooks using some sort of consistent evaluation procedure to identify the specific strengths and weaknesses in textbooks already in use. Analysis also refers to a process that results in an objective and verifiable description (McGrath, 2002).

Furthermore, the data gathered from the textbook analysis is crucial for comprehending the benefits and suitability of the current textbook as well as for the efficacy of language instruction in general (Kayaoğlu, 2011).

When moving from intents and plans to classroom actions, they are crucial (Schmidt, McKnight, and Raizen, 1997, in Sarem, Hamidi, and Mahmoudie, 2013). However, a classroom activity is particularly defined as a generally cohesive group of student behaviors that are time-limited, proceeded by teacher guidance, and have a stated goal (Brown, 2001).

Through content analysis, we can uncover implicit messages about identity, power dynamics, and societal norms, shedding light on the hidden curriculum that learners are exposed to. This emphasizes the importance of content analysis in revealing subtle messages and ideologies embedded within textbooks.

A cultural analysis of the content of MSTs in Algeria reveals the ways in which they contribute to shaping Algerian culture for young learners. MSTs of English cover a wide range of subjects, including history, language, literature, and civics, all of which play a role in transmitting cultural knowledge and values to students. By examining specific examples from MSTs of English, researchers can identify the explicit and implicit messages about Algerian culture that are being conveyed to learners. They can also identify how certain identities, power structures, and cultural norms are portrayed, providing insights into the hidden curriculum that Algerian learners absorb alongside the formal curriculum. Such analysis informs educators and policymakers about the content's potential impacts on learners' beliefs and behaviors.

I.8. Middle School Textbooks of English in Algeria

Textbooks are widely regarded as a valuable source of linguistic and cultural information. In Algeria, textbooks are the primary teaching material, and teachers rely heavily on them. Learners view textbooks as a valuable resource for learning English, alongside the internet. In other words, MSTs of English can be regarded as mediators. This mediation between cultures and languages can be a success or a failure depending on how it is undertaken.

At the school level, mastery of a language entails the development of all four language skills: listening, speaking, reading and writing. A recent addition to the skills-based method to learning a second language is culturally-based content. It is generally accepted wisdom that we cannot have a meaningful discussion without we are aware of our conversation-partner's cultural background and how to present ourselves in that context. Thus, the goal of Algerian textbooks is to help learners become both linguistically and culturally competent, thereby assisting them in acquiring both "literacy skills". According to E. D. Hirsch (1987, p.51), "exposing students to diverse cultures expands their language repertoire and helps them communicate well in a variety of contexts".

Geneviève Zarate highlights the role of textbooks as « passeurs de cultures » or cultural mediators, transmitting cultural values and traditions to learners. The inclusion of cultural content in textbooks helps learners develop a sense of cultural awareness and sensitivity, which is essential for effective communication across cultural boundaries. It is important for foreign language learners to be able to successfully communicate across cultural boundaries while using the target language. It is crucial to set the topic in perspective before delving into the history of how cultural literacy came to have a

significant position in MSTs of English within a succinct overview of textbook usage in Algeria.

Several existing studies illuminate the complex relationship between Algerian MSTs and cultural representation. Researchers like Dehda (2012) have examined the portrayal of Algerian history in English language learning (EFL) textbooks, highlighting a focus on themes of resistance against colonialism. While fostering national pride, this approach might limit the scope of cultural understanding for language acquisition purposes.

Moreover, MSTs of English in Algeria and overseas are evaluated based on factors such as youth culture, gender, age, and ideology. Evaluating MSTs of English is crucial, as they serve as the primary instructional tools for teachers. Messerh's (2010) study showed that Algerian instructors only use textbooks to teach culture. It appears that teachers rely solely on textbooks and use no other resources. She explains that culture is taught as information, with no opportunity for teaching.

I.9. Description of the Second Generation Textbooks of English in Algeria

The last educational reform in Algeria took place in 2016 and the Ministry of National Education introduced the four English textbook series, My Book of English Year One, Two, Three and Four. At the top of the cover pages of all four textbooks, we read « The People's Democratic Republic of Algeria » and "The Ministry of National Education" in Arabic. My Book of English, Year One is divided into five different sequences that are entitled: "Me and My Friends", "Me and My Family", "Me and My Daily Activities", "Me and My School" and "Me, My Country and the World". In every sequence, we find 'I listen and do', 'I pronounce', 'My grammar tools', 'I practice', 'I read and do', 'I learn to

integrate’, ‘I think and write’, ‘Now I can’, ‘I play’, ‘I enjoy’ and ‘My Pictionary’. In sequence 1, 2 and 4, we find my *first/second/third term projects*. It ends with ‘My Recap’ and ‘My trilingual Glossary’. My Book of English Year Two is cut into four sequences entitled: “Me, My Friends and My Family”, “Me and My Shopping”, “Me and My Health” and “Me and My Travels”. It has three term projects in sequence 1, 3 and 4. The book ends with ‘My Basic Irregular Verb List’ and ‘My Trilingual Glossary’. Similarly, in My Book of English Year Three, we find four sequences. The sequences are entitled: “Me, My Abilities, My Interests and My Personality”, “Me and Lifestyles”, “Me and the Scientific World” and finally, “Me and My Environment”. In sequences 1, 2 and 4 we find, term projects. Finally, the textbook targeting fourth year students is divided into three sequences: “Me, Universal Landmarks and Outstanding Figures in History, Literature and Arts”, “Me, My Personality and Life Experiences” and “Me, My Community and Citizenship”.

Obviously, the textbooks hold three term projects that are directed to learners at the end of every sequence. MSTs of English need to depict both local and foreign cultures. Local culture is depicted to reinforce a sense of common belonging and uniqueness. Foreign cultures should be included in textbooks to have a self-image, because individuals need to compare themselves with the ‘Other’ in order to understand oneself better.

Moreover, depicting foreign cultures is not free from banal nationalism, for both target cultures and transnational cultures have national implications. The target culture is limited to groups of people belonging to geographically enclosed areas sharing some linguistic, cultural and historic similarities. To add more, even the transnational culture has a national dimension as its culture and symbols are depicted as universal.

I.10. Role of Textbooks in Language Education

Textbooks of English have long been a mainstay in language classrooms, serving as a structured guide for teachers and a source of learning materials for learners. However, their role in language acquisition has become a topic of ongoing debate. This section delves into the multifaceted role of textbooks in language teaching, exploring both their potential benefits and limitations.

One of the primary advantages of textbooks is their ability to provide a structured learning environment. They typically present language in a logical progression, introducing new grammar points, vocabulary, and skills in a gradual manner. This structure aligns with curriculum requirements, ensuring learners cover essential language components systematically. As Richards (2015, p21) states, “Textbooks may provide the basis for the content of the lessons, the balance of skills taught and the kinds of language practice that occurs in the classroom”. This structured approach can be particularly helpful for teachers, especially those new to the profession, as it offers a clear roadmap for lesson planning. Well-designed textbooks can expose learners to authentic language through a variety of sources, such as dialogues, news articles, or literary excerpts. By including real-world examples, textbooks offer a glimpse into how language is actually used in different contexts. This exposure provides students with a foundation for understanding and producing language that goes beyond rote memorization. As McDonough & Shaw (2013, p. 48) note, “Textbooks can serve as a source of authentic language input for students”. Textbooks can promote consistency in language instruction across different classrooms within a school or program. This consistency can be beneficial for students who move

between classes or teachers, ensuring they are exposed to similar learning objectives and materials.

Standardization also facilitates communication and collaboration between teachers, allowing them to share best practices and discuss how to utilize the textbook effectively.

Richard (2001, p. 254) describes the main advantages of using textbooks:

- a) They provide the structure and syllabus for a program. Without textbooks the program may have a central core and students cannot accept a syllabus that has been planned and developed systematically.
- b) They help standardize instructions. The use of textbooks in a program can ensure that students in different classes receive similar content and can therefore be tested in the same way.
- c) They take care of quality. If well-developed textbooks are used students are exposed to material that has been tried and tested, which is based on sound learning principles, and which is passed appropriately.
- d) They provide a variety of learning resources. Textbooks are often accompanied by workbooks, CDs and cassettes, videos, CD ROMS and comprehensive teaching and learning.
- e) They are efficient. They save teachers time, allowing teachers to devote time to teaching rather than material products.
- f) They can provide support for teachers whose first language is not English and who may not be able to produce accurate language input on their own.

- g) They can train teachers. If the teacher has limited teaching experience, textbooks together with the teacher manual can serve as a medium for initial teacher training.
- h) They are visually appealing. Commercial textbooks usually have high standards. They hence are appealing to learners and teachers.

Also, the overreliance on textbooks can hinder the development of certain language skills, particularly those emphasized in communicative approaches. Critics argue that a rigid adherence to textbook content can limit opportunities for spontaneous conversation, creative expression, and real-world application of language. Additionally, as Kumaravadivelu (2006, p. 52) suggests “textbooks may not cater to the specific needs and interests of a diverse group of learners”. Standardized materials might not reflect the cultural backgrounds or learning styles of all students, potentially hindering engagement and motivation.

However, there are also disadvantages. Richards (2001, p.255) gives some examples of the disadvantages of using textbooks.

- They may contain inauthentic language. Textbooks sometimes present inauthentic language as text, dialogue, and other aspects of content. They tend to be written specifically to include teaching points and often do not represent actual language use.
- They can change content. Textbooks often present idealized views of the world or fail to represent real problems. In order for the textbook to be accepted in many different contexts, controversial topics were avoided and instead the idealized white middle-class view of the world was portrayed as the norm.

- They may not reflect student needs. Because textbooks are often written for a global market, they often do not reflect student interests and needs and may therefore require adaptation.
- They can disappoint teachers. If teachers use textbooks as the main source of their teaching and leave the textbooks and teacher manuals to make major instructional decisions for them, the teacher's role can be reduced to technicians whose main function is to present material prepared by others.
- It is expensive. Commercial textbooks can represent a financial burden for students in any part of the world.

Both the advantages and disadvantages of using textbooks need to be considered, and if the textbooks used in a program are judged to have some negative consequences, corrective actions are appropriate for guidance and support for the teacher in how to use them appropriately.

I.11. Multiculturalism and Diversity in MSTs of English

In a multicultural society like Algeria, MSTs of English must reflect the diversity of its population. Algerian culture is a rich tapestry of various ethnicities, languages, and traditions, and MSTs of English should strive to represent this diversity accurately and respectfully. However, research indicates that MSTs of English may sometimes marginalize or stereotype certain cultural groups, perpetuating biases and misconceptions among learners. This section explores the challenges of promoting multiculturalism and diversity in MSTs of English and offers recommendations for creating more inclusive educational materials.

“Each generation must discover its mission, fulfill it or betray it”. This saying emphasizes the evolving nature of societal responsibilities and challenges the educational system in Algeria to actively engage with the mission of promoting multiculturalism and diversity in MSTs of English. It underscores the imperative for each generation to confront existing inequalities and biases in educational narratives. Djamila Bouhired (1994) in her interview entitled “Imperialism in North Africa: Interview, Djamila Bouhired” noted that:

In every person's life, there are moments where we can feel growth and transformation occurring. Those moments can be filled with pain or filled with joy, but they will always be opportunities for growth, and it is up to us to decide how we will respond.

This quote from a prominent figure in the Algerian independence movement can serve as a poignant reflection on the role of education in fostering personal and collective growth amidst diverse cultural landscapes. It suggests that moments of discomfort or challenge, as depicted in MSTs of English, can be transformative if approached with openness and determination.

I.12. Community Engagement and Textbook Revision in Algeria, Bridging the Gap between Content and Culture

The effectiveness of textbooks in shaping cultural identity among Algerian-learners hinges not only on their content but also on how well they reflect the lived experiences and perspectives of the communities they serve. In Algeria, where cultural diversity plays a

significant role in national identity, fostering community engagement in textbook revision is crucial.

Community engagement in the development and revision of educational textbooks can yield significant benefits for both the content and its reception by students and society. By actively involving community stakeholders, textbook authors and publishers can address critical knowledge gaps and ensure a more authentic and holistic representation of Algerian culture and society.

One of the key advantages of community engagement is the ability to identify blind spots within textbooks. Community input, particularly from underrepresented groups, can shed light on aspects of Algerian culture that are often overlooked or marginalized in educational materials. This could include the traditions, practices, and perspectives of diverse ethnic, linguistic, and regional communities across the country. By incorporating this feedback, textbook authors can create a more inclusive and representative portrayal of Algerian identity.

Moreover, engaging with community members such as parents, educators, cultural experts, and local leaders can help inform the selection of culturally relevant content. These stakeholders possess intimate knowledge of authentic cultural practices and can provide valuable insights to ensure textbook content accurately reflects the lived experiences of Algerian citizens. This level of authenticity is crucial for fostering a sense of connection and relevance among learners, as they see their own cultures and communities reflected in the materials they study.

Perhaps most importantly, community engagement in the textbook development process can instill a profound sense of ownership among stakeholders. When parents, teachers, and students feel that their voices have been heard and their input has shaped the content of educational materials, they are more likely to embrace and utilize these resources effectively. This buy-in is essential for maximizing the impact of textbooks and enhancing learning outcomes, as students are more engaged with content that resonates with their cultural identities and lived experiences.

In conclusion, community engagement in the development and revision of Algerian educational textbooks offers a multitude of benefits. By incorporating diverse perspectives, ensuring cultural authenticity, and fostering a sense of ownership among stakeholders, textbook authors can create materials that are more representative, relevant, and impactful for Algerian learners and society as a whole.

Conclusion

The role of MSTs of English in shaping cultural identity in Algeria is multifaceted and complex. These educational materials serve as a crucial tool for preserving and transmitting cultural heritage, linguistic traditions, and societal values to young learners. Textbooks play a significant role in shaping the collective identity of the Algerian society by promoting values such as solidarity, tolerance, and respect for diversity.

This chapter explores the significance of these educational materials in preserving and transmitting cultural heritage, linguistic traditions, and societal values to young learners. The analysis of textbooks in this chapter highlights the importance of considering the cultural context in which they are used, as well as the potential biases and stereotypes

that may be embedded within them. Ultimately, the effective use of textbooks in language teaching requires a nuanced understanding of the cultural dynamics at play, as well as a commitment to fostering intercultural understanding and empathy.

Chapter Two:
Research Methodology,
Results
Analysis
And
Discussion

Introduction

The theoretical framework of this dissertation has established the significance of MSTs in shaping cultural identities for young Algerian learners. Textbooks serve as a cornerstone of education systems, transmitting knowledge, values, and beliefs to young minds.

The practical component of this dissertation employs a multifaceted approach including questionnaires to bridge the gap between theory and practice. Questionnaires are administered to middle school teachers and learners to gather data on textbook usage, pedagogical approaches, and learners' experiences with cultural content. This approach offers a comprehensive understanding of the phenomenon, providing valuable insights from teachers, students, and textbooks themselves.

II.1 Justifying the Practical Component

There are several reasons that necessitate undertaking a practical component:

-Teacher and Learners Perspectives: By involving teachers and learners through questionnaires, we gain valuable insights into their lived experiences. Teachers provide first-hand knowledge about textbook usage, teaching strategies, and perceived impact on cultural transmission. Learner responses reveal their learning preferences, recall of cultural information, and perceived importance of cultural content in textbooks. This combination offers a nuanced understanding that expands upon theoretical concepts.

II.2. Structure of the Practical Component

This practical component will be divided into three primary avenues of investigation:

II.2.1. Teachers' Questionnaire

Designed for middle school teachers of English, these questionnaires will provide valuable data on MSTs of English usage, pedagogical approaches, and teachers' experiences.

II.2.2. Learners' Questionnaire

To gain a deeper understanding of how students experience and interact with cultural content within MSTs of English, we conducted questionnaires with middle school learners (grades 1_4) in Algeria. The questionnaires delved into learners, in which they investigated the role MSTs of English play in shaping learners' understanding of their own Algerian identity. Learners were encouraged to reflect on how textbooks portray Algerian culture and if they felt it represented the diversity of their heritage.

Moreover, the questionnaires incorporated a mix of closed-ended and open-ended questions. Open-ended questions allowed the learners to elaborate on their experiences and provided valuable insights into their perceptions of how textbooks shape their understanding of Algerian culture.

II.3. Research Design

This research employs a mixed-methods approach to investigate the role of MSTs of English in shaping Algerian culture. This design employs quantitative data collection and analysis methods, offering a comprehensive understanding of the phenomenon and allowing gaining valuable insights from teachers, learners, and MSTs of English themselves, ultimately offering a richer and more comprehensive understanding.

II.4. Setting, Population and Sampling

The setting of this study lies in the Algerian middle school scope. To gain insights from teachers, a nationwide questionnaire was administered to a sample of 71 Algerian English language middle school teachers. The sample was chosen through a random sampling process to ensure representativeness across different educational districts in Algeria. As for learners, a randomly selected sample of 118 middle school learners from different middle schools in Khenchela and Oum El Bouaghi was handed a questionnaire to gain insights about MSTs of English and their impact. It included learners with varying grades (i.e. from all four middle school grades).

II.5. Data Collection Tools and Procedure of Analysis

II.5.1. Questionnaire for Teachers

Middle school teachers of English with different levels of experience participated in answering the questionnaire. The sample size was 71 participants. The questionnaire explored:

- Demographics (briefly)
- Textbook usage frequency and satisfaction
- Integration of Algerian culture in lessons
- Perceived impact of textbooks on cultural transmission
- Challenges and suggestions for improvement

The questionnaire is distributed online.

II.5.2. Questionnaire for Learners

Middle school learners (grades 1-4) were the participants who answered this questionnaire.

The sample size was 118 middle school learners. The questionnaire explored:

- Demographics (briefly),
- Recall of cultural information from textbooks (open-ended and closed-ended questions). Perceived importance of cultural content in textbooks
- Open-ended questions about what they learn about Algerian/ foreign culture(s) from textbooks.

Questionnaires were administered through schools.

II.6. Data Analysis

II.6.1. Teachers' Questionnaire Analysis

Q 01: Gender

Table 01: Gender

	Frequency	Percentage
Male	19	26,80%
Female	52	73,20%
Total	71	100%

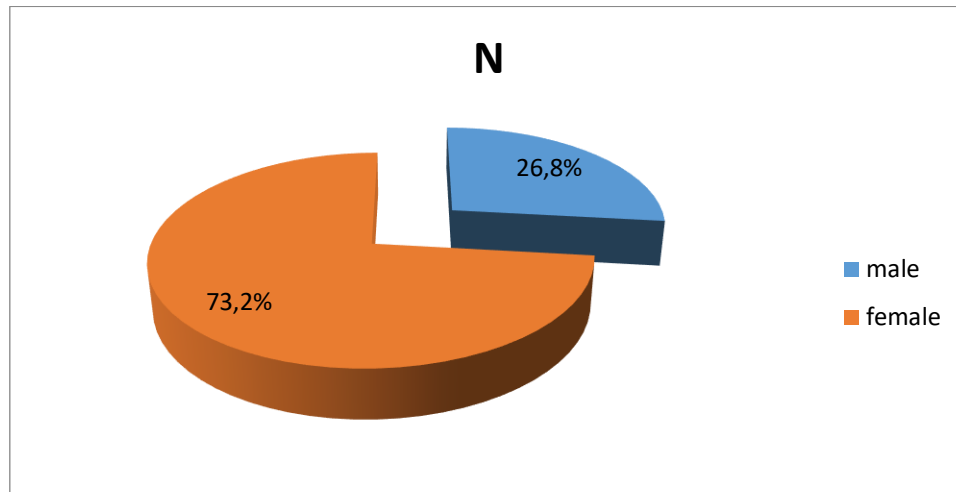


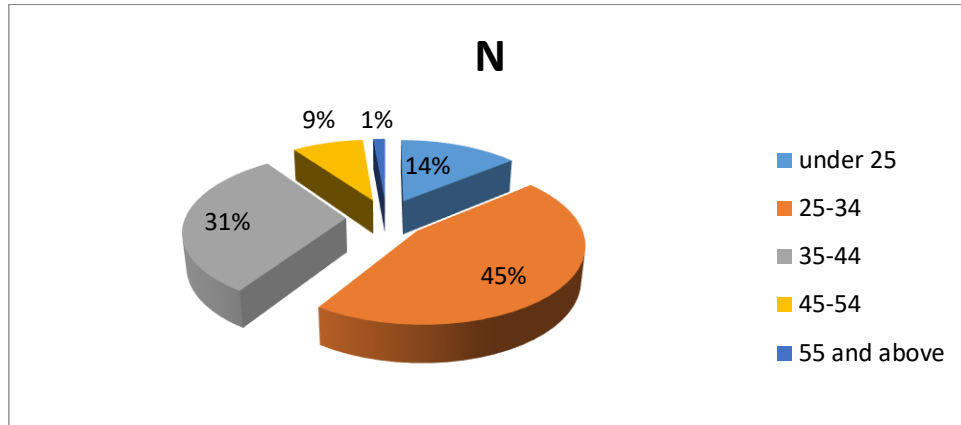
Figure 01: Gender

Table 01 illustrates participants' gender. 73.2% of the teachers were females, and 26.8% of the teachers were males.

Q 02: Age

Table 02: Participants' Age Range

	Frequency	Percentage
under 25	10	14,10%
25-34	32	45,10%
35-44	22	31%
45-54	6	8,50%
55 and above	1	1,40%
Total	71	100%



-Figure 02: Participants' Age Range

Table 02 represents the participant teachers' different age ranges; 45,1% were between 25-34 years, 31% between 35-44 years old, 14,10% under 25 years old, 8,5% between 45-54 years old, and 1,40% were aged 55 years and older.

Q 03: Years of Experience Teaching English in Middle Schools

Table 03: Years of Experience Teaching English in Middle Schools

	Frequency	Percentage
less than 1 year	10	14,10%
1-5years	32	45,10%
6-10years	22	31%
11-15years	6	8,50%
16 years and more	1	1,40%
Total	71	100%

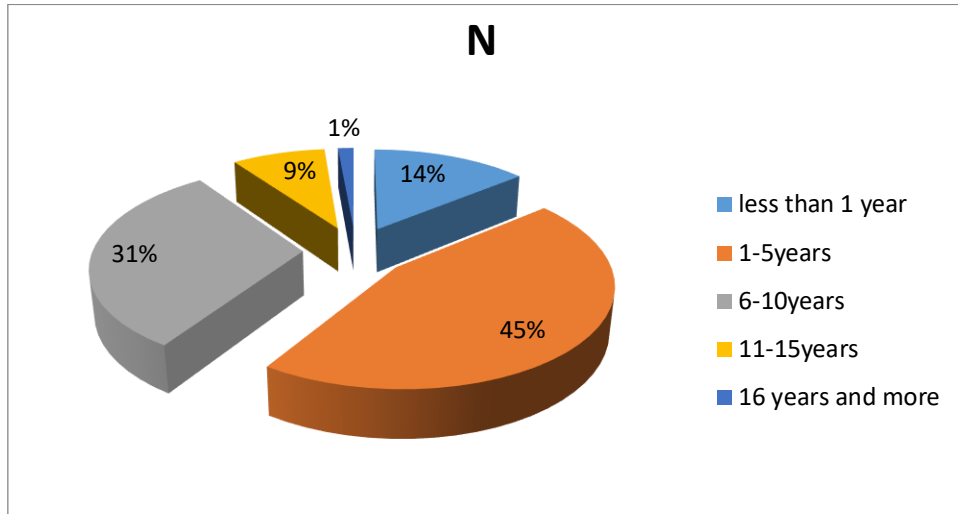


Figure 03: Years of Experience Teaching English in Middle Schools.

Table 03 illustrates teachers' years of experience teaching English in middle schools; 45,1% of the teachers have 1-5 years of experience, 31% taught 6-10 years, 14,1% less than 1 year, 8.5% 11-15 years, and 1.4% had over 16 years of experience in teaching English.

Q 04: Educational Degree / Qualifications

Table 04: Educational Degree/ Qualifications

	Frequency	Percentage
Bachelor's Degree (university)	29	40,80%
Bachelor's Degree (ENS)	14	19,70%
Master's Degree	23	32,40%
PhD/ Doctorate	7	7%
Total	71	100%

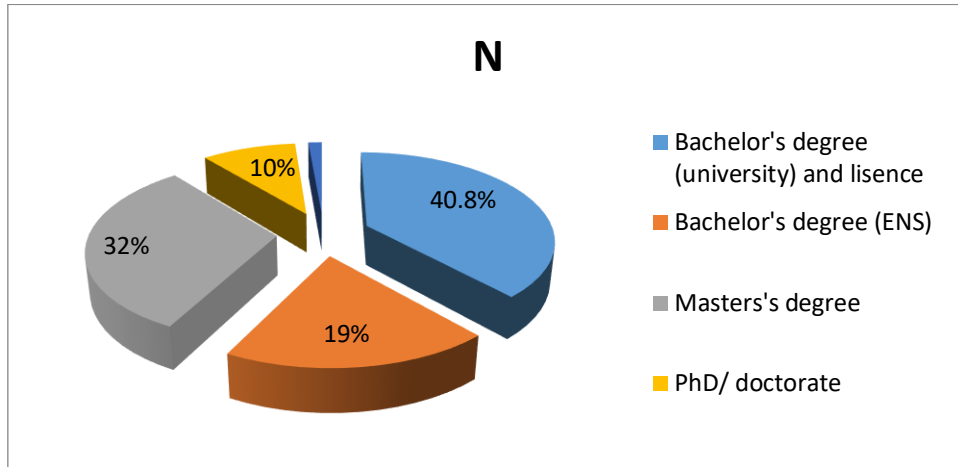


Figure 04: Educational Degree/ Qualifications

Table 04 illustrates teachers' educational degree/ qualifications; 40,8% of the teachers have a Bachelor's degree university including 1.40% in instance of preparing a master's degree; 19,7% of teachers have an ENS Bachelor's degree; 32,4% of teachers have a Master's degree and 07% of teachers have PhD/Doctorate degree.

Q 05: Levels you are currently teaching at middle school (choose all that applies)

Table 05: Levels Instructors are Currently Teaching at Middle School.

	Frequency	Percentage
First year	18	25,30%
Second year	22	31,00%
Third year	15	21,50%
Fourth year	16	22,20%
Total	71	100%

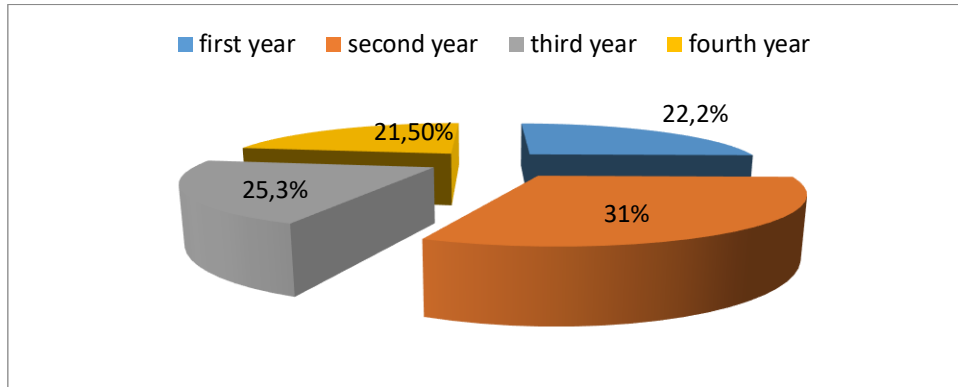


Figure 05: Levels Instructors are Currently Teaching at Middle School.

Table 05 represents levels instructors were teaching at middle school, 31% were teaching second year, 22,2% fourth year, 25,3% first year, and 21,5% third year.

Q 06: How often do you use middle school textbooks of English in planning and delivering your lessons?

Table 06: Teachers’ Use of MSTs of English in Planning and Delivering their Lessons

	Frequency	Percentage
always	8	11,30%
often	22	31%
rarely	33	46,50%
never	6	8,50%
sometimes	1	1,40%
only when teaching, reading or writing	1	1,40%
Total	71	100%

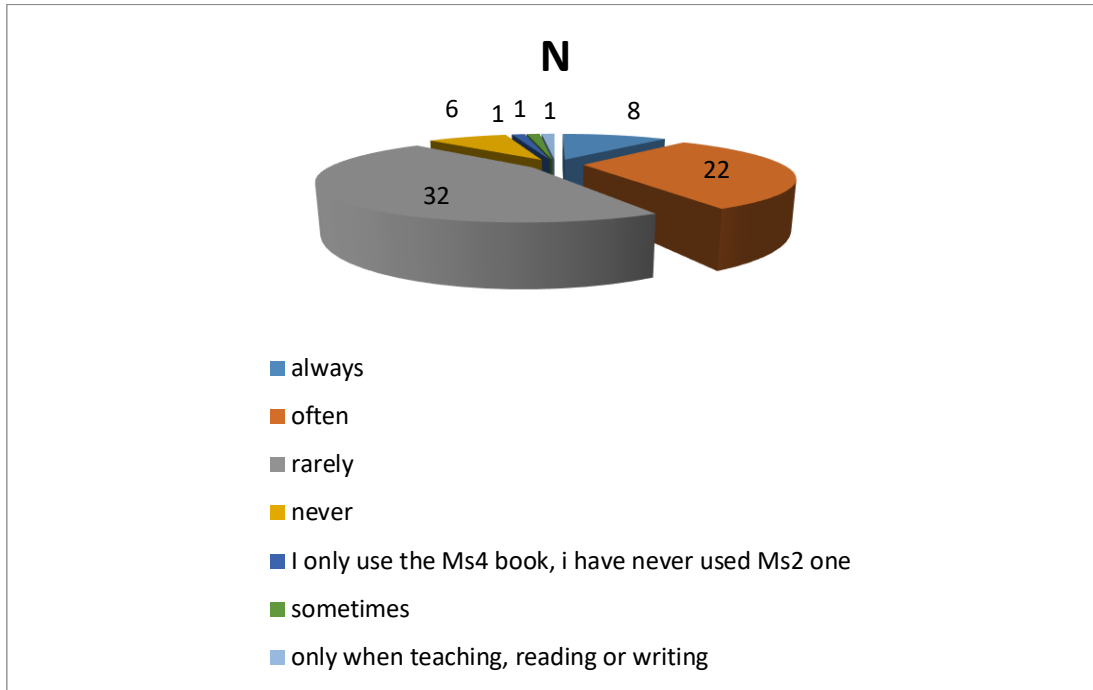


Figure 06: Teachers' Use of MSTs of English in Planning and Delivering their Lessons

Table 06 represents teachers' use of MSTs of English in planning and delivering their lessons; 45,1% of the teachers rarely used the textbooks, 31% did that often, 11,3% said they always do, 8,5% never used them, 1,4% used them but only sometimes, 1,4% reported that they only use MS4, and 1,4% of teacher stated that they use the textbook only when teaching reading or writing.

Q 07: How would you rate the overall content quality of MSTs of English?

Table 07: Teachers’ Rating of the Overall Content Quality of MSTs of English

	Frequency	Percentage
Excellent	2	2,80%
Good	13	18,30%
Fair	33	46,50%
Poor	20	28,20%
Medium	1	1,40%
I don't know	1	1,40%
Helpful in some topics and learning resources	1	1,40%
Total	71	100%

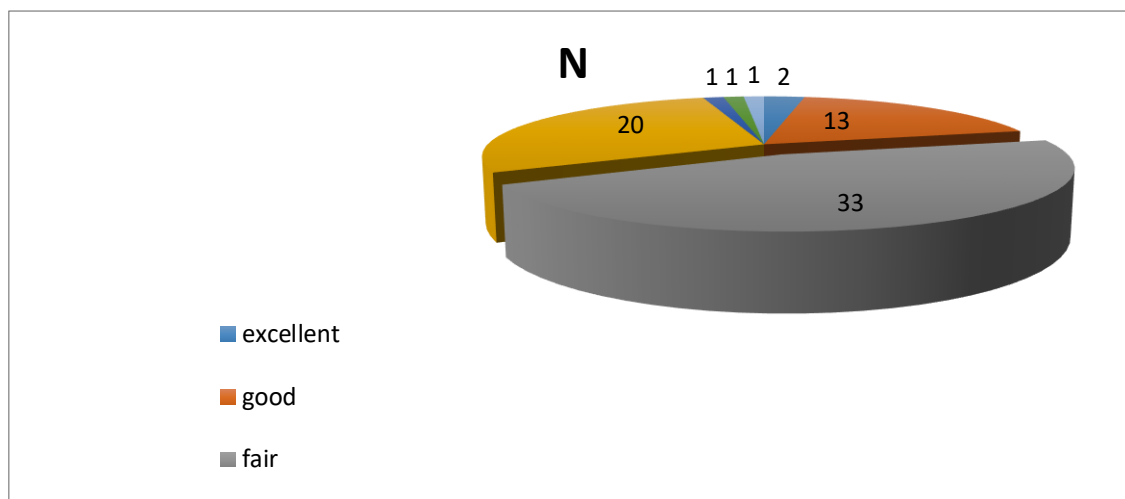


Figure 07: Teachers’ Rating of the Overall Content Quality of MSTs of English

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Table 07 reveals teachers' rating of the overall content quality of MSTs of English; 46,5% of the participants found it fair, 28,2% thought it is poor, 18,3% said it is good, 2,8% found it excellent, 1,4% said it is helpful in some topics and learning resources, 1,4% did not know and 1,4% found the overall content quality of MSTs of English medium.

Q 08: How would you rate the level of difficulty of MSTs of English?

Table 08: Teachers' Rating of the Level of Difficulty of MSTs of English

	Frequency	Percentage
Very easy	7	9,90%
Appropriate	40	56,30%
Very challenging	24	33,80%
Total	71	100%

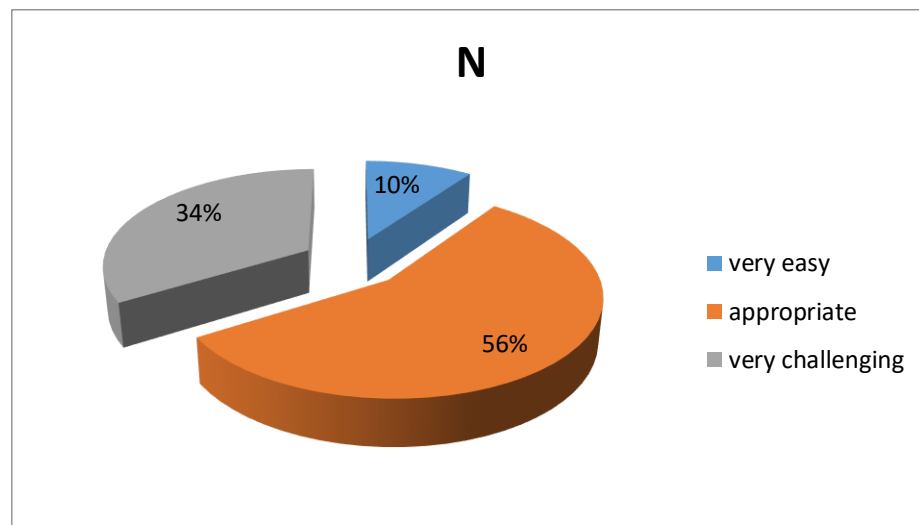


Figure 08: Teachers' Rating of the Revel of Difficulty of MSTs of English

Chapter Two Research Methodology, Results Analysis and Discussion

Table 08 illustrates teachers' rating of the level of difficulty of MSTs of English; 56,3% of the participant teachers found it appropriate, 33,8% thought it is very challenging, and 9,9% thought the level of difficulty of MSTs of English is very easy.

Q 09: How well do MSTs of English align with the curriculum and learning objectives?

Table 09: MSTs of English Alignment with the Curriculum and Learning Objectives

	Frequency	Percentage
Fully	3	4,20%
To a great extent	20	28,20%
Partially	35	49,30%
Poorly	11	15,50%
Not at all	2	2,80%
Total	71	100%

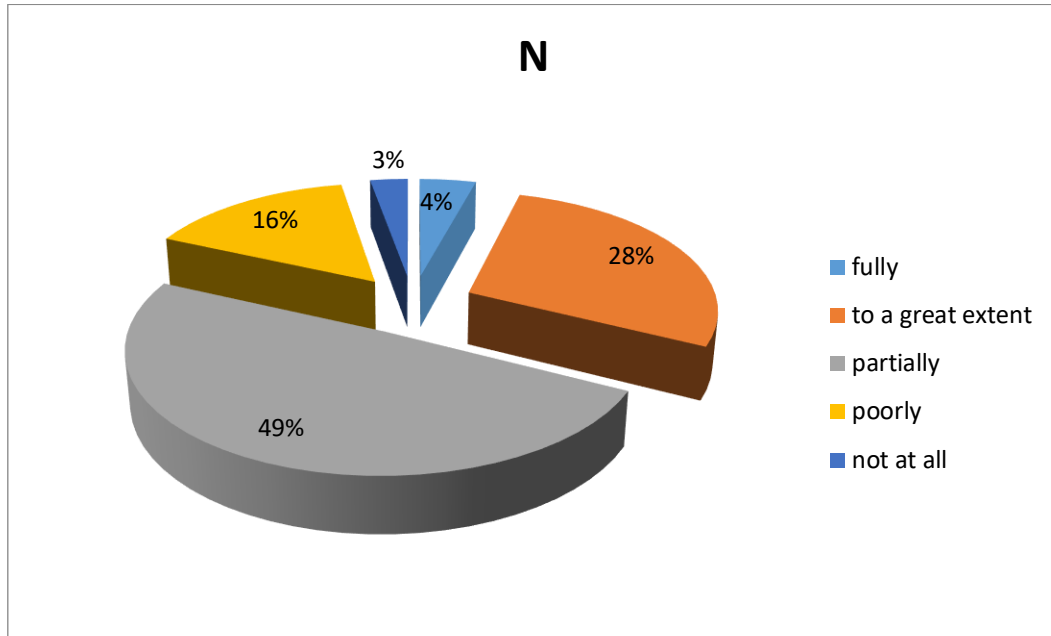


Figure 09: MSTs of English Alignment with the Curriculum and Learning Objectives

Table 09 illustrates teachers responses about the alignment of MSTs of English with the curriculum and learning objectives; 49,3% of the teachers answered partially; 28,2% said to a great extent, 15,5% answered poorly, 4,2% said it fully aligns with the curriculum; and 2,8% thought MSTs of English do not align with the curriculum and learning objectives at all.

Q 10: Are MSTs of English visually engaging and appealing to learners?

Table 10: MSTs of English Visual Engagement and Appeal to Learners

	Frequency	Percentage
yes very much	8	11,30%
somehow	31	43,70%
not really	27	38%
not at all	5	7%
Total	71	100%

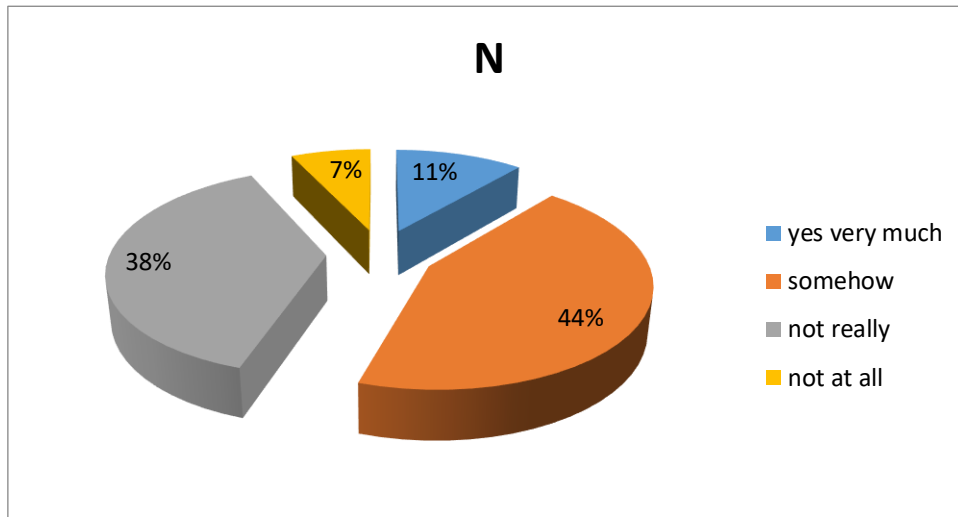


Figure 10: MSTs of English Visual Engagement and Appeal to Learners

Table 10 illustrates teachers' answers about the visual engagement and appeal of MSTs of English to learners; 43,7% of the participant teachers said English language MSTs are

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somehow visually engaging and appealing to students, 38% said not really, 11,3% of them said yes very much, and 7% said not at all.

Q 11: How often do you supplement MSTs of English material with additional resources or activities?

Table 11: MSTs of English Material Supplement with Additional Resources or Activities

	Frequency	Percentage
Always	33	46,50%
Frequently	19	26,80%
Occasionally	13	18,30%
Rarely	5	7%
Never	1	1,40%
Total	71	100%

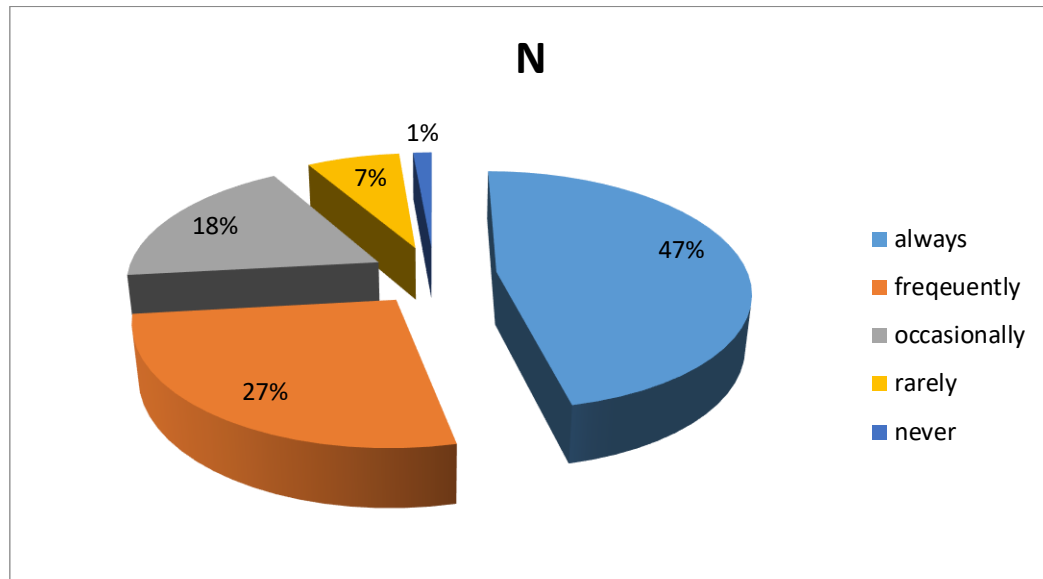


Figure 11: MSTs of English Material Supplement with Additional Resources or Activities

Table 11 represents teachers answers, about how often they supply MSTs of English material with additional resources or activities; 46,5% of the teachers always do that, 26,8% frequently supplied them with extra material, 18,3% occasionally did that, 7% said they rarely did that; and 1,4% never supplied middle school textbooks of English with additional resources or activities.

Q 12: Do MSTs of English include content that promotes Algerian values, traditions and customs?

Table 12: MSTs of English Inclusion of Content that Promotes Algerian Values, Traditions and Customs

	Frequency	Percentage
Yes, extensively	22	31%
Yes, to some extent	43	60,60%
No, not really	5	7%
I don't know	1	1,40%
Total	71	100%

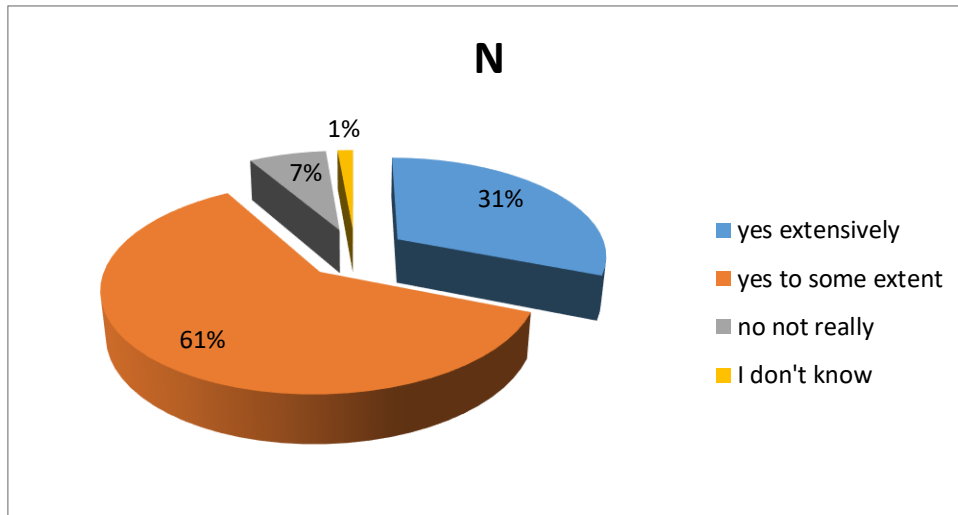


Figure 12; MSTs of English Inclusion of Content that Promotes Algerian Values, Traditions and customs

Table 12 illustrates teachers' responses about the content that promotes Algerian values, traditions and customs in MSTs of English; 60,6% of the participants said yes to some

extent, 31% said yes extensively, 7% said no not really, and 1,4% did not know whether the English language MSTs include the Algerian values, traditions and customs or not.

Q 13: How do you perceive the representation of Algerian culture in MSTs of English?

Table 13: Teachers' Perception of the Representation of Algerian culture in MSTs of English

	Frequency	Percentage
Very accurate and representative	16	73,20%
Somewhat accurate but some aspects are missing	52	22,50%
Not accurate or representative at all	3	4,20%
Total	71	100%

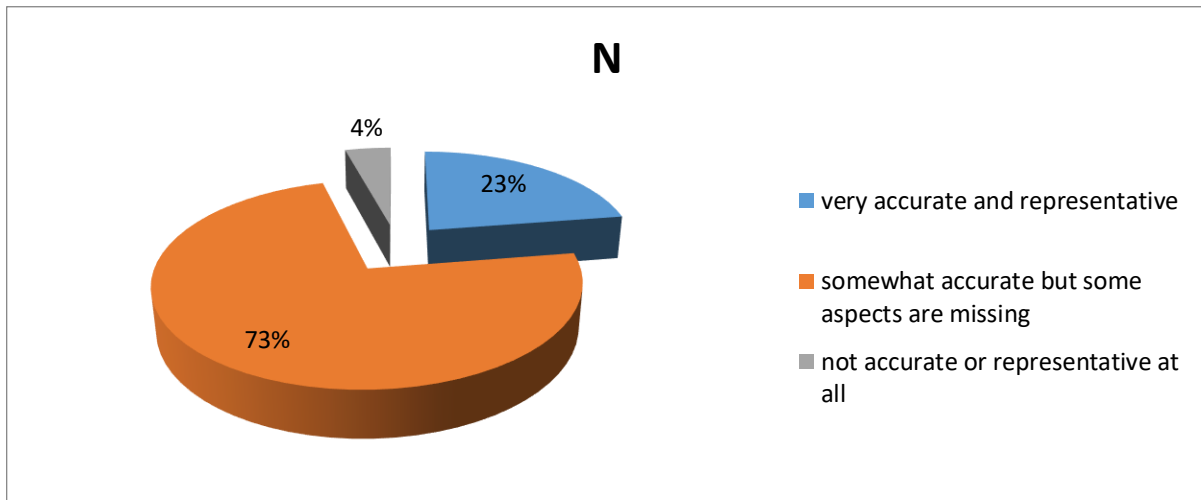


Figure 13: Teachers' perception of the representation of Algerian culture in MSTs of

Table 13 represents how teachers perceive the representation of Algerian culture in MSTs of English; 73,2% of the participant teachers saw it somewhat accurate but some aspects are missing, 22,5% thought it was very accurate and representative, and 4,2% said it was not accurate or representative at all.

Q 14: Do you think the content of MSTs of English adequately reflects the cultural diversity of Algeria?

Table 14: Teachers' opinions about the adequacy of reflection of Algerian cultural diversity in MSTs of English

	Frequency	Percentage
Yes, it includes a wide of range of cultural aspects	13	18,30%
Yes, but there are gaps in representations	49	69%
No, it mostly focuses on a single cultural aspect	7	7%
No, there is a misrepresentation	4	5,60%
Total	71	100%

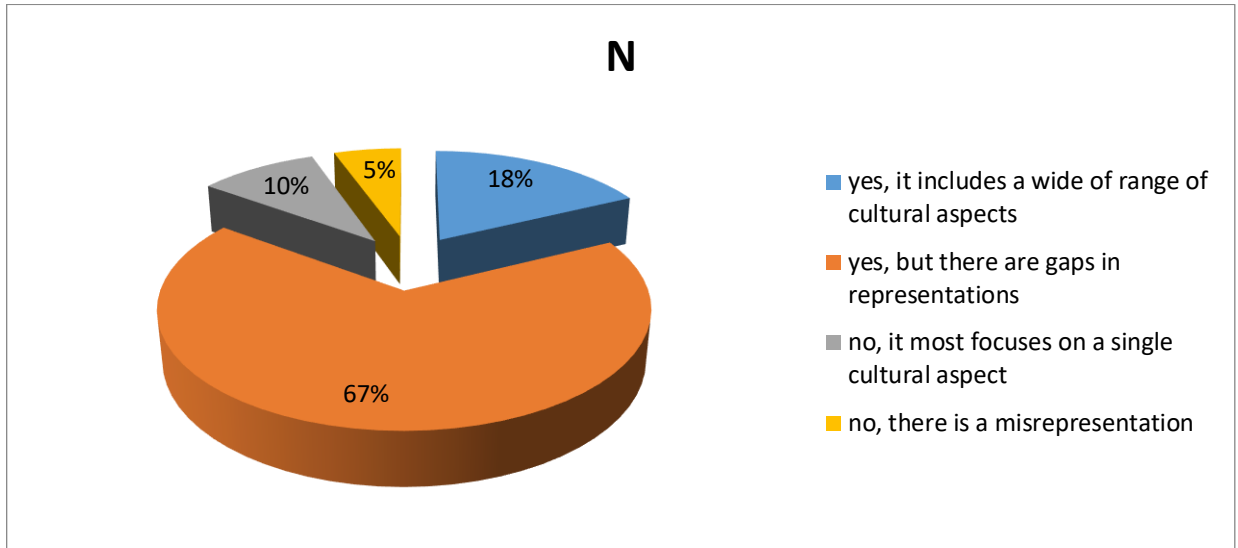


Figure 14: Teachers’ Opinions about the Adequacy of Reflection of Algerian Cultural Diversity in MSTs of English

Table 14 represents teachers’ opinions about how adequate the reflection of Algerian cultural diversity in MSTs of English is; 69% of the participants said yes, but there are gaps in representation, 18,3% said it included a wide range of cultural aspects and 5,6% reported that there was a misrepresentation of the Algerian cultural diversity content in MSTs of English and 7% said it mostly focused on a single cultural aspect.

Q 15: How effective are MSTs of English in enhancing the different learning styles and abilities of Algerian learners (your learners)?

Table 15: Teachers' Responses about the Effectiveness of MSTs of English in Enhancing the Different Learning Styles and Abilities of Algerian Learners

	Frequency	Percentage
Very effective	6	8,50%
Somewhat effective	39	54,90%
Not effective	24	33,80%
If you mean meeting the different learning styles, they are not really effective	1	1,40%
It depends on the topic	1	1,40%
Total	71	100%

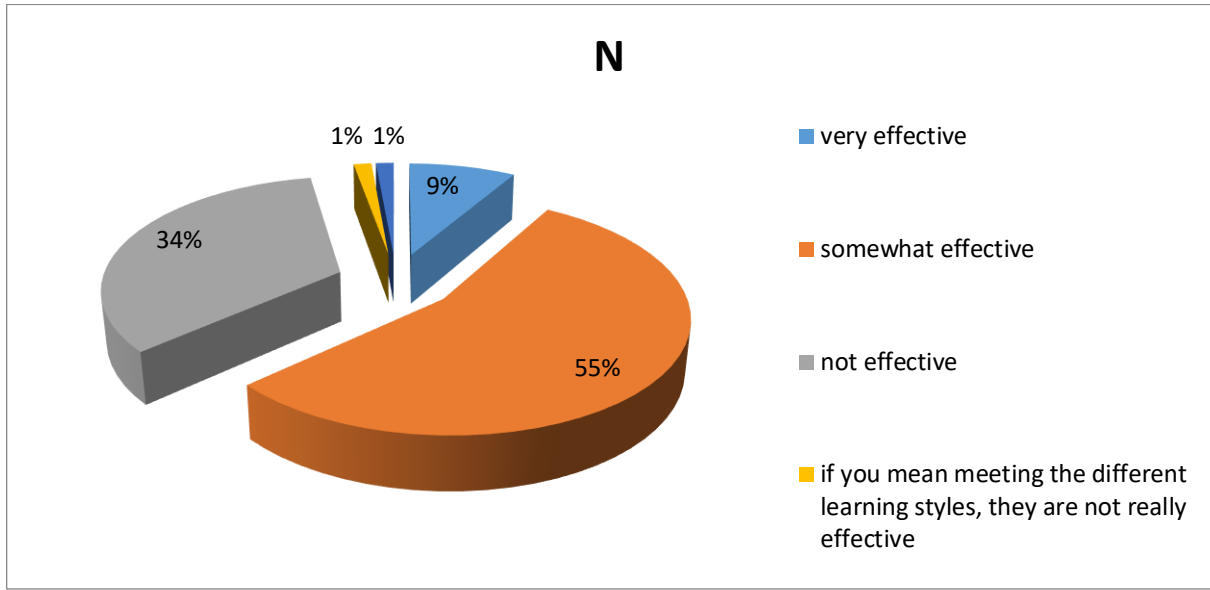


Figure 15: Teachers' Responses about the Effectiveness of MSTs of English in Enhancing the Different Learning Styles and Abilities of Algerian Learners

Table 15 reports teachers' responses about the effectiveness of MSTs of English in enhancing the different learning styles and abilities of Algerian learners; 54,9% of the teachers said it was somewhat effective, 33,8% thought it was effective, 8,5% saw it very effective, 1,4% stated that it depended on the topic, and 1,4% said it was not really effective.

Q 16: Do MSTs of English offer a variety of authentic and real-life language examples that relate to Algerian culture?

Table 16: Algerian Culture Authentic and Real-life Language Examples in MSTs of English

	Frequency	Percentage
Yes, a lot	10	14,10%
Somewhat	40	56,30%
Not really	19	26,80%
Not at all	2	2,80%
Total	71	100%

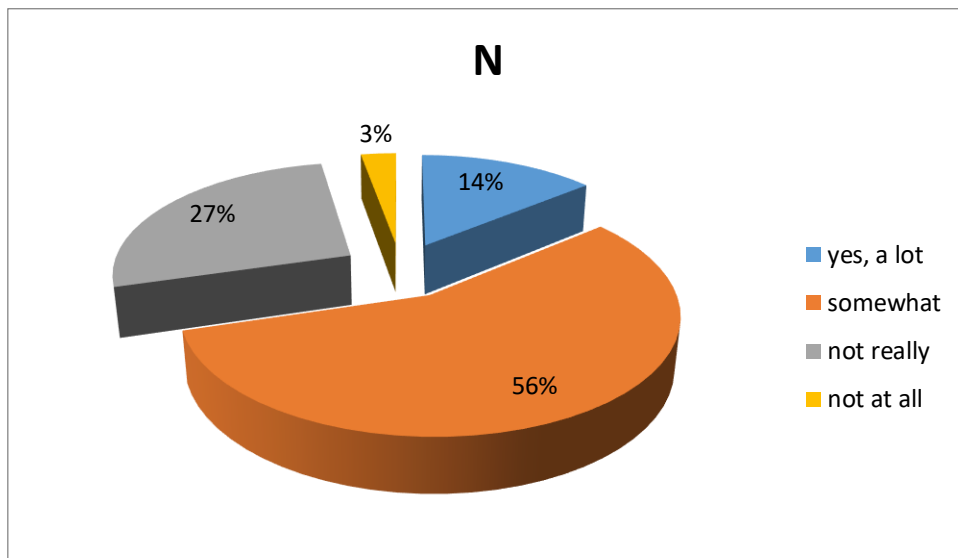


Figure 16: Algerian Culture Authentic and Real-life Language Examples in MST of English

Table 16 represents teachers' answers whether MSTs of English offer a variety of authentic and real-life language examples that relate to Algerian culture or not; 56,3% of the participants said somewhat, 26,8% said not really, 14,1% responded yes a lot, and 2,8% answered not at all.

Q 17: Have you encountered any stereotypes or biases in MSTs of English in regarding Algerian culture or identity?

Table 17: Stereotypes and Biases Encountered by Teachers in MSTs of English Regarding Algerian Culture or Identity

	Frequency	Percentage
Yes, there are clear stereotypes and biases	47	7%
There are a few subtle stereotypes or biases	19	66,20%
No, the textbooks are free from stereotypes or biases	5	26,80%
Total	71	100%

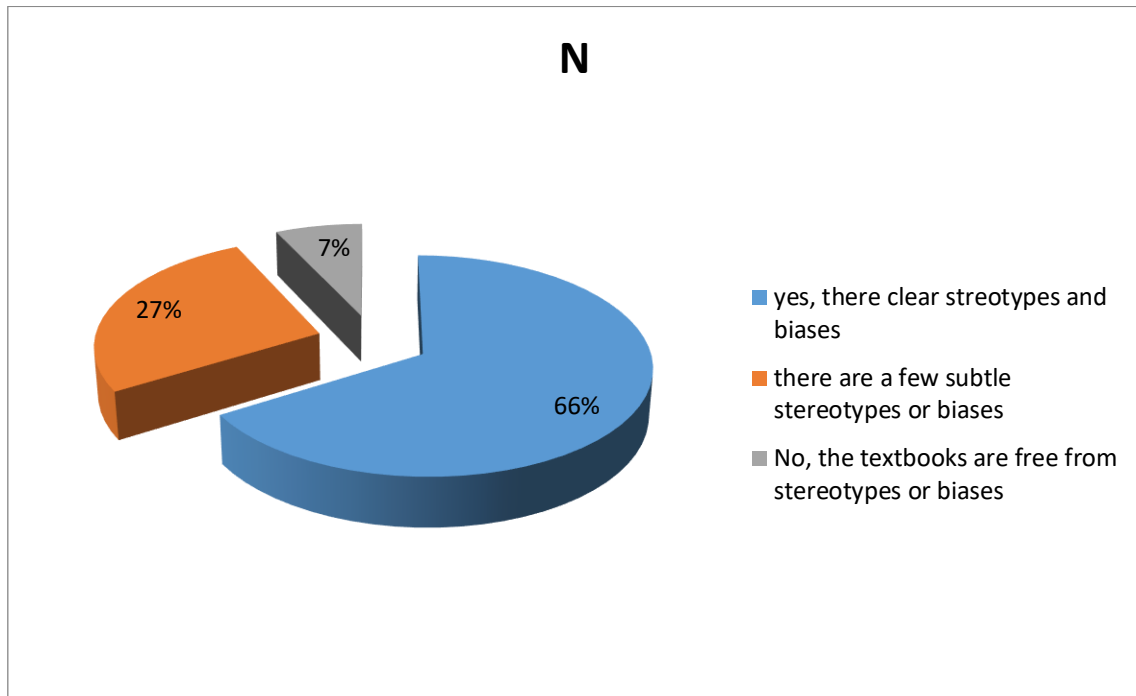


Figure 17: Stereotypes and Biases Encountered by Teachers in MSTs of English
Regarding Algerian Culture or Identity

Table 17 illustrates whether teachers encountered any stereotypes or biases in MSTs of English regarding Algerian culture or identity; 66,2% of the teachers reported that there were few subtle stereotypes or biases, 26,8% said yes, there are clear stereotypes or biases, and 7% answered no, the textbooks are free from stereotypes or biases.

Q 18: How do MSTs of English address the Algerian historical and socio-cultural context?

Table 18: The Algerian Historical and Socio-cultural Context in MSTs of English

	Frequency	Percentage
Very effectively	8	11,30%
Somewhat effectively	45	63,40%
Effectively	16	22,50%
Inadequately	2	2,80%
Total	71	100%

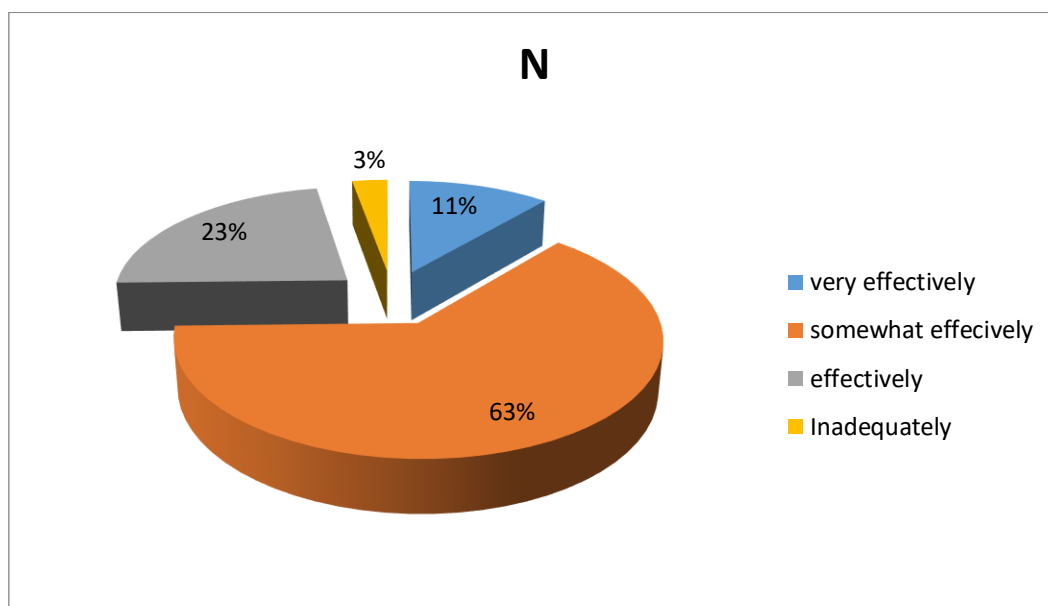


Figure 18: The Algerian Historical and Socio-cultural Context in MSTs of English

Table 18 represents teachers' responses about the Algerian historical and socio-cultural context in MSTs of English; 63,4% of the teachers said somewhat effectively, 22,5% answered effectively, 11,3% said very effectively and 2,8% said inadequately.

Q 19: Do MSTs of English refer to any other foreign culture?

Table 19: Other Foreign Cultures in MSTs of English

	Frequency	Percentage
Yes, there plenty of other cultures representations	18	25,40%
There are few of other foreign cultures representations	46	64,80%
There is no foreign culture	7	9,90%
Total	71	100%

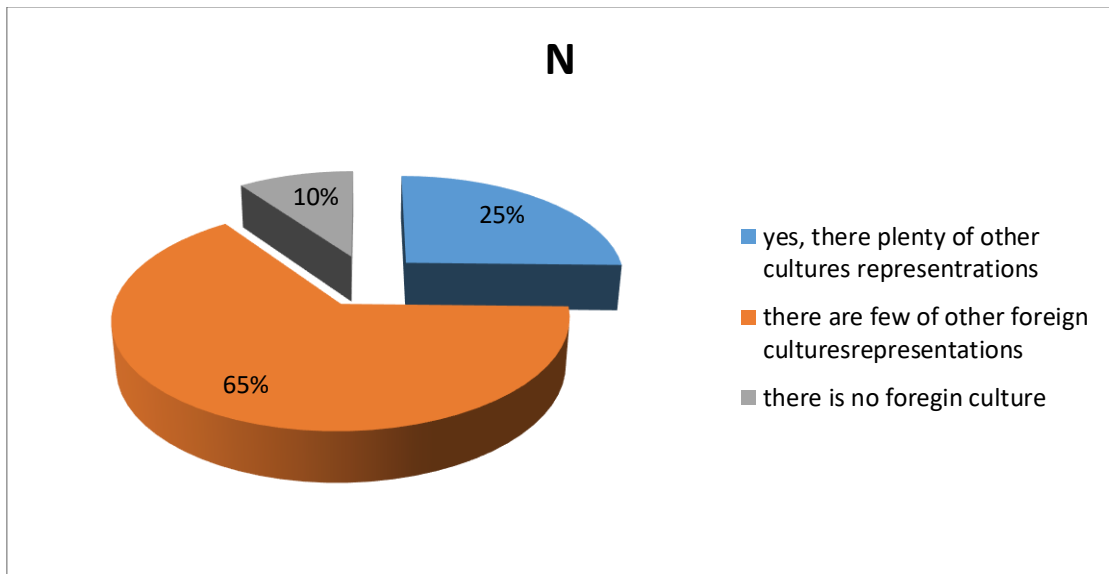


Figure 19: Other Foreign Cultures in MSTs of English

Table 19 represents teachers' answers about the other referred foreign cultures in MSTs of English ; 64,8% of the participant teachers found that there were few of other cultures representations, 25,4% found plenty of other cultures representations, and 9,9% said that there were no foreign culture representation in MSTs English.

Q 20: Do MSTs of English encourage critical thinking and discussions about Algerian cultural identity?

Table 20: Critical Thinking and Discussions about Algerian Cultural Identity in the MSTs of English

	Frequency	Percentage
Yes, definitely	8	11,30%
Yes, to some extent	34	47,90%
No, not really	29	40,80%
Total	71	100%

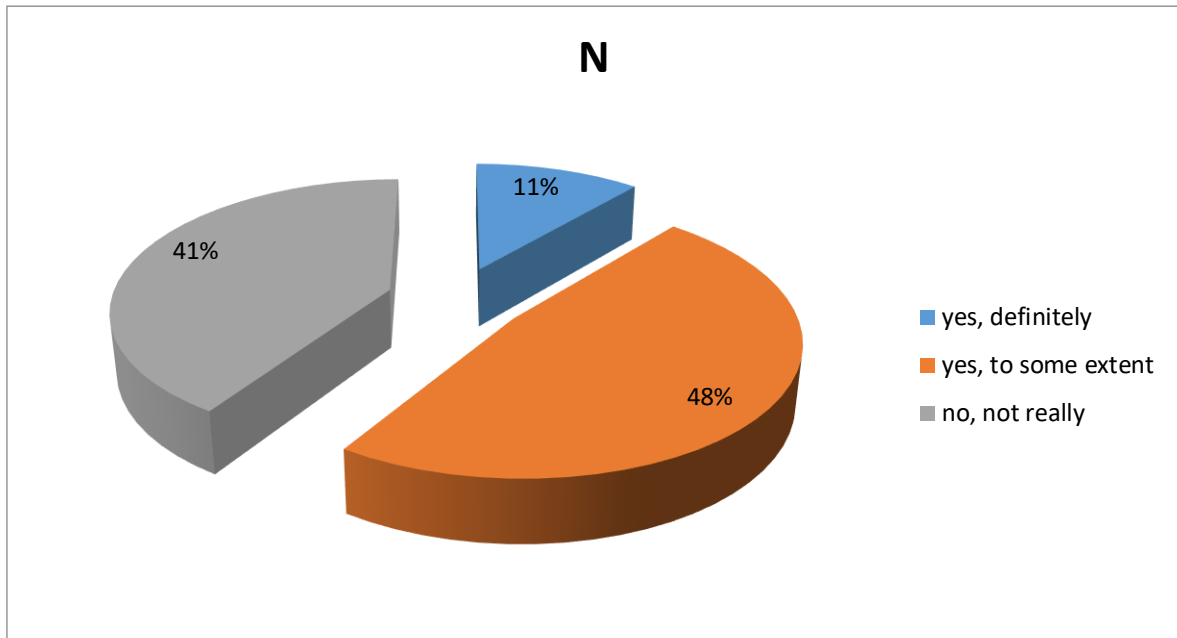


Figure 20: Critical Thinking and Discussions about Algerian Cultural Identity in MSTs of English

Table 20 represents teachers' answers about the critical thinking and discussions about Algerian cultural identity in MSTs of English; 47,9% of the teachers said yes, to some extent, 40,8% said no, not really and 11,3% answered yes, definitely.

Q 21: How well do MSTs of English foster a sense of pride and belongingness to the Algerian culture among the learners?

Table 21: MSTs of English Fostering of a Sense of Pride and Belongingness to the Algerian Culture among Algerian Learners

	Frequency	Percentage
Very well	9	12,70%
To some good extent	44	62%
Not well	17	23,90%
Not at all	1	1,40%
Total	71	100%

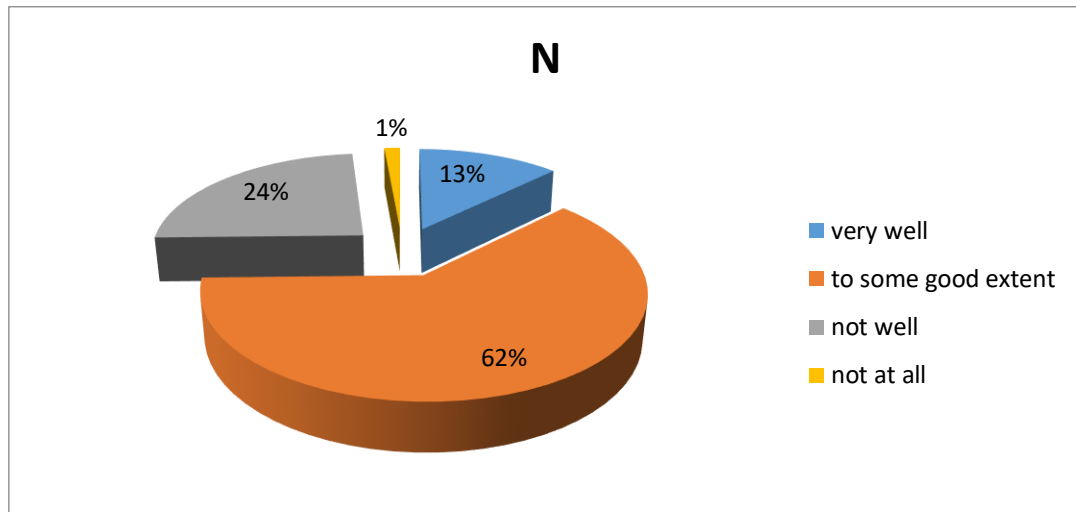


Figure 21: MSTs of English Fostering of a Sense of Pride and Belongingness to the Algerian Culture among Algerian Learners

Table 21 reveals how well middle school textbooks of English foster a sense of pride and belongingness to the Algerian culture among the learners; 62% of teachers said they are

good to some extent, 23,4% said not well, 12;7% answered that they were very well, and 1,4% said not at all.

Q 22: Do MSTs of English promote a positive perception of Algerian cultural identity among the learners?

Table 22: MSTs of English Promotion to a Positive Perception of Algerian Cultural Identity among Learners

	Frequency	Percentage
Yes, definitely	20	28,20%
Yes, to some extent	45	63,40%
No, not really	6	8,50%
Total	71	100%

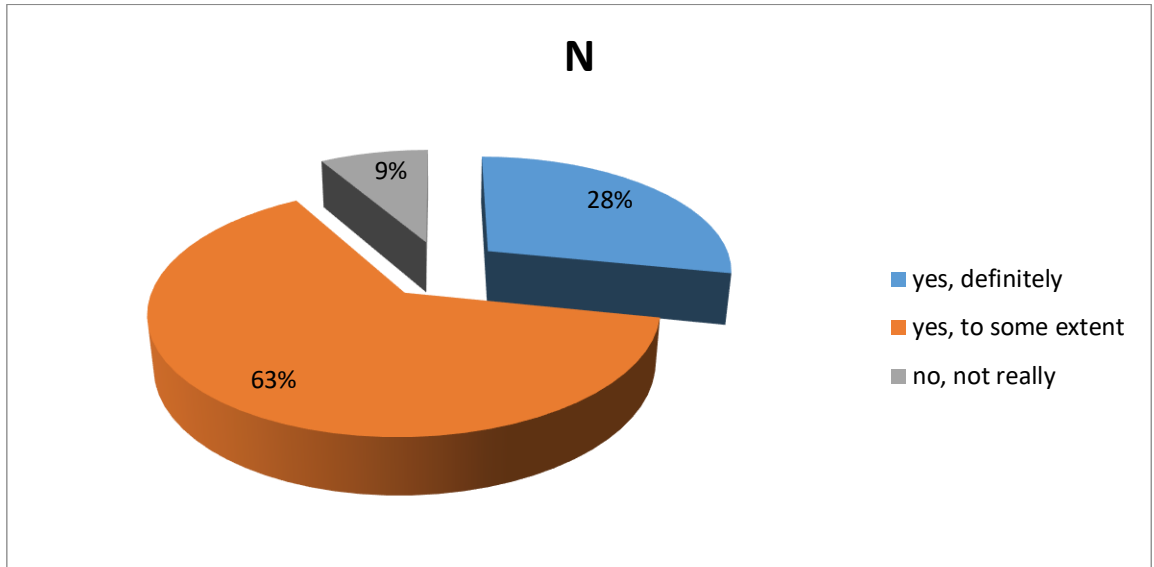


Figure 22: MSTs of English Promotion to a Positive Perception of Algerian Cultural Identity among Learners

Table 22 illustrates whether MSTs of English promote a positive perception of Algerian cultural identity among the learners or not; 63,4% of the teachers said yes, to some extent, 28,2% answered yes, definitely, and 8,5% said no, not really.

Q 23: How well do MSTs of English incorporate Algerian literature and arts into the curriculum?

Table 23: Inclusion and Incorporation of Algerian Literature and Arts in MSTs of English

	Frequency	Percentage
Very well	32	5,60%
Somewhat well	29	45,10%
Not very well	6	40,80%
Not at all	4	8,50%
Total	71	100%

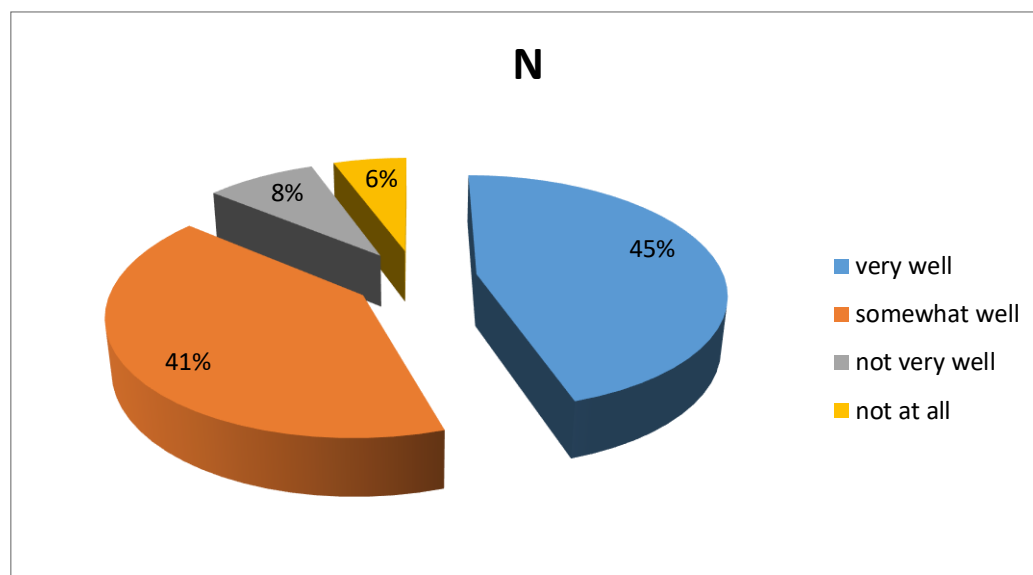


Figure 23: Inclusion and incorporation of Algerian literature and arts in MSTs of English

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Table 23 represents how well MSTs of English incorporate Algerian literature and arts into the curriculum; 45,1% of the teachers said very well, 40,5% answered somewhat well, 8,5% said not very well, and 5,6% said not at all.

Q 24: Do you think MSTs of English encourage learners to explore and appreciate their own cultural heritage?

Table 24: MSTs of English Learners' Encouragement to Explore and Appreciate their own Cultural Heritage

	Frequency	Percentage
Yes, absolutely	16	22,50%
Yes, to some extent	39	54,90%
No, not really	16	22,50%
Total	71	100%

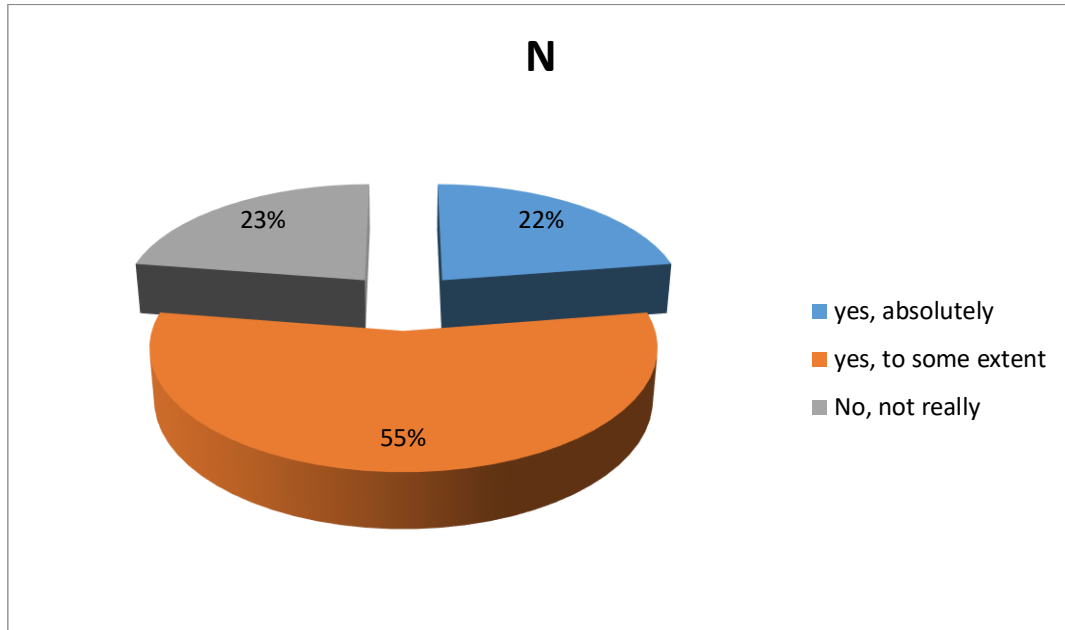


Figure 24: MSTs of English Learners’ Encouragement to Explore and Appreciate their own Cultural Heritage

Table 24 illustrates teachers’ opinions about MSTs of English learners’ encouragement to explore and appreciate their own cultural heritage; 55% of the teachers said yes, to some extent, 22,5% said no not really, and 23% answered yes, absolutely.

Q 25: How would you suggest improving the representation of Algerian culture in MSTs of English?

Table 25: Teachers’ Suggestion to Improve the Representation of Algerian Culture in MSTs of English

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	Frequency	Percentage
Including more diverse cultural perspectives	47	66,20%
Incorporating local languages and dialects	7	9,90%
Addressing stereotypes and biases	10	14,10%
No need for any improvements	4	5,60%
Expressing the culture as simple life of Algerian people (no complications)	1	1,40%
Religion Islam i.e. religious teachings	1	1,40%
Including concrete social and civil situations through acceptable or reasonable living forms or means of communication	1	1,40%
Total	71	100%

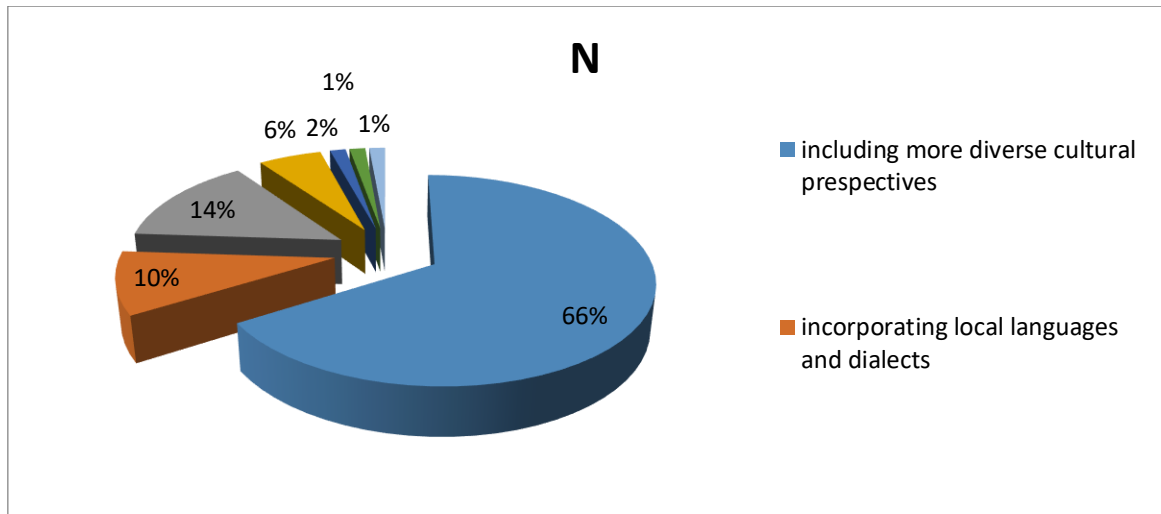


Figure 25: Teachers’ Suggestions to Improve the Representation of Algerian Culture in MSTs of English

Table 25 shows teachers' suggestion to improve the representation of Algerian culture in MSTs of English; 66% of the teachers answered by including more diverse cultural perspectives, 14% said by incorporating local languages and dialects, 10% said by addressing stereotypes and biases, 5,6% thought there was no need for any improvements, 1,4% said by expressing the culture as simple life of Algerian people (no complications), 1,4% said by incorporating religion (Islam), and 1,4% said by including concrete social and civil situations through acceptable or reasonable living forms or means of communication.

Q 26: Are there any specific aspects of the Algerian culture that you would like to see more of in MSTs of English? (For example traditions, festivals or historical figures) Please explain.

Teachers' responses to the question reveal a strong desire for a more comprehensive and accurate portrayal of Algerian culture in MSTs of English; most of the participant teachers suggested inclusion of values and traditions; a part stated that they would like to see more of national languages, local dialects, literature and art included; another part highlighted aspects of cultural practices, and a few emphasized inclusion of national heroes and figures.

Q 27: Can you think of any examples where you felt that MSTs of English portrayed Algerian culture inaccurately or did not represent it well? What would you change about those examples? Please explain

Several answers were provided by the sample for this question. The participants reported that there was an inaccurate or stereotypical representation of the Algerian culture in the textbooks. However, some participants highlighted the unequal representation of northern

and southern regions. Moreover, some other participant teachers complained about the lack of relevance to Algerian culture in favor of focus on Western culture.

Q 28: In your opinion, what are some important values or traditions that should be highlighted in MSTs of English to promote a sense of pride in Algerian culture? Please explain.

The responses of the teachers to this question differed from one group to another. 46,3% of respondents stated that teachers need training and resources to effectively utilize MSTs of English and that they require integrating their own cultural knowledge. 33,7% reported that cultural content should be integrated seamlessly with language learning objectives, making the process more engaging and meaningful. The remaining 20% proposed to focus on authenticity and balance local and global perspectives.

II.6.1.1. Discussion and Interpretation of the Teachers' Questionnaire Results

The data gathered from teachers' questionnaire throughout the study that aimed at exploring teachers' opinions about the role and effectiveness of English MSTs in shaping the Algerian identity and culture for young learners, revealed that teachers were not very satisfied with the current MSTs of English. That is because they felt that the textbooks do not adequately reflect the cultural diversity of Algeria and that textbooks could be more effective in enhancing the different learning styles of Algerian learners. As it was reported in the educational research done by Ladson-Bilings (1994) the static and the curated nature of textbook content can only offer a limited and potentially biased view of culture, real cultural identity is constantly evolving and informed by lived experiences beyond what textbooks can capture. In addition, some teachers felt that the textbooks needed a complete

overhaul, while others suggested incorporation of specific topics such as traditional festivals, historical figures, regional cultures, local dialects, national languages, literature and art, aspects of cultural practices, values and traditions. The finding that highlights the importance of including cultural components intensively in the English language MSTs for Algerian learners, reported that the way textbooks represent diverse cultures is controversial in shaping learners' understanding of themselves and the others, as it was stated in 'Textbooks and the Problem of Representation in Educational Research 46 (7), 422-430 by Graff (2017). Teachers' opinions confirm what was stated in by Guadalupe Valdés in her article entitled *Teaching for Biliteracy* (2015, p.22): "Culturally relevant pedagogy acknowledges the importance of students' cultural backgrounds in the learning process." Another quote that aligns with the teachers' opinions about the necessity of adding more cultural aspects in MSTs of English is: "Textbooks are a powerful tool for shaping students' understanding of the world around them. It is crucial that these materials accurately and respectfully represent the diversity of cultures." Knight, B. (2013). Furthermore, it is noticed that experienced teachers might use textbooks less often due to their own methods, but both new and experienced teachers would benefit from textbooks that better represent Algerian culture.

II.6.2. Learners' Questionnaire Analysis

Q1: Gender

Table 26: Gender

	Frequency	Percentage
Male	61	51.7%
Female	57	48.3%
Total	118	100%

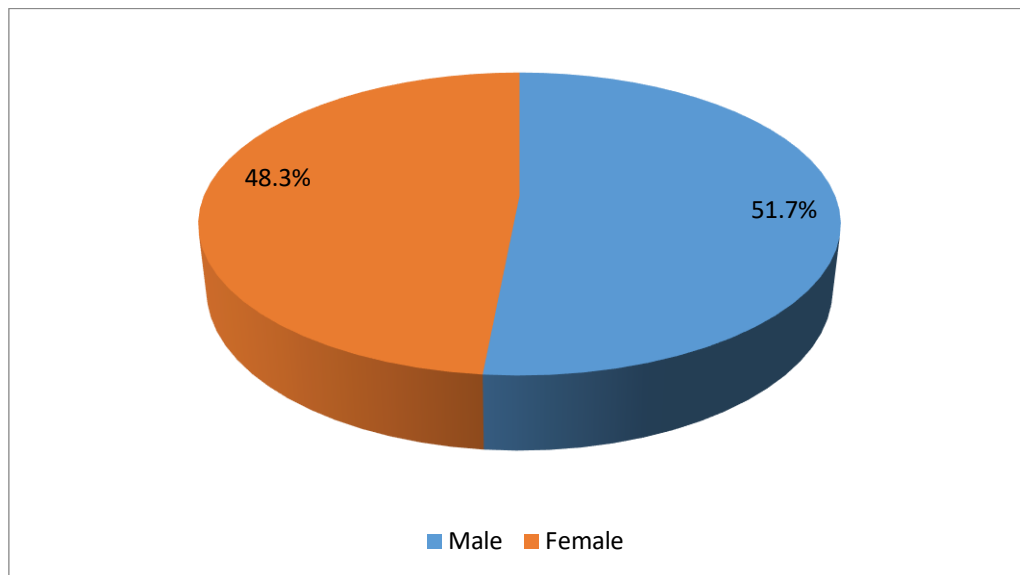


Figure 26: Gender

Table 26 illustrates participants' gender, 51,7% of the learners were males and 48,3% of the learners were females.

Q 2: Age

Table 27: Participants' Age Range

	Frequency	Percentage
10-11 years	7	5.9%
12-13 years	42	35.6%
14-15 years	56	47.5%
16 or more	13	11%
Total	118	100%

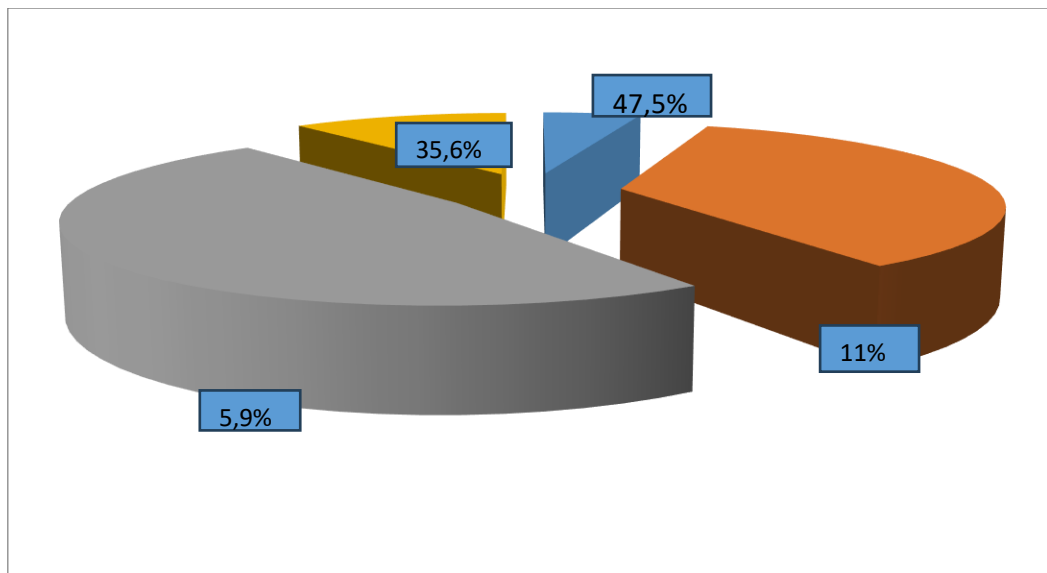


Figure 27: Participants' Age Range

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Table 27 represents participants' age, 47,5% of participants' age was between 14-15 years, 35,6% were 12-13 years old, 11% were 16 years old or more, and 5,9% were aged between 10-11 years old.

Q 3: Grade

Table 28: Learners' Grade

	Frequency	Percentage
First year	13	11,01%
Second year	20	16,94
Third year	60	50.84%
Fourth year	25	21.2%
Total	118	100%

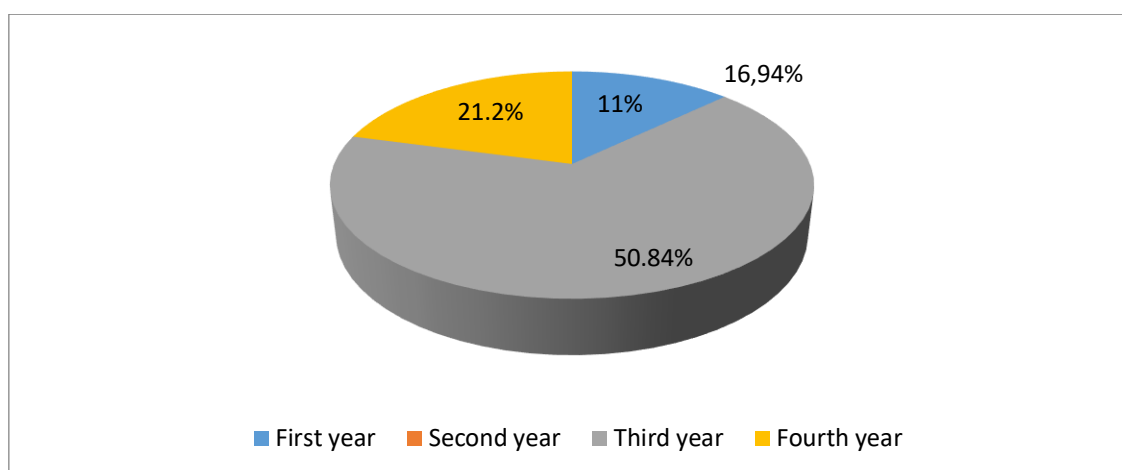


Figure 28: Learners' Grade

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Table 28 shows participants' grades, 50,84% were third-year learners, 21,2% were fourth year learners, 16.94% were second year learners and 11% were first year learners at middle school.

Q 4: Do you usually use your middle school textbook of English in class?

Table 29: Usage of MSTs of English by Learners

	Frequency	Percentage
Yes	76	64.4%
No	42	35.6%
Total	118	100%

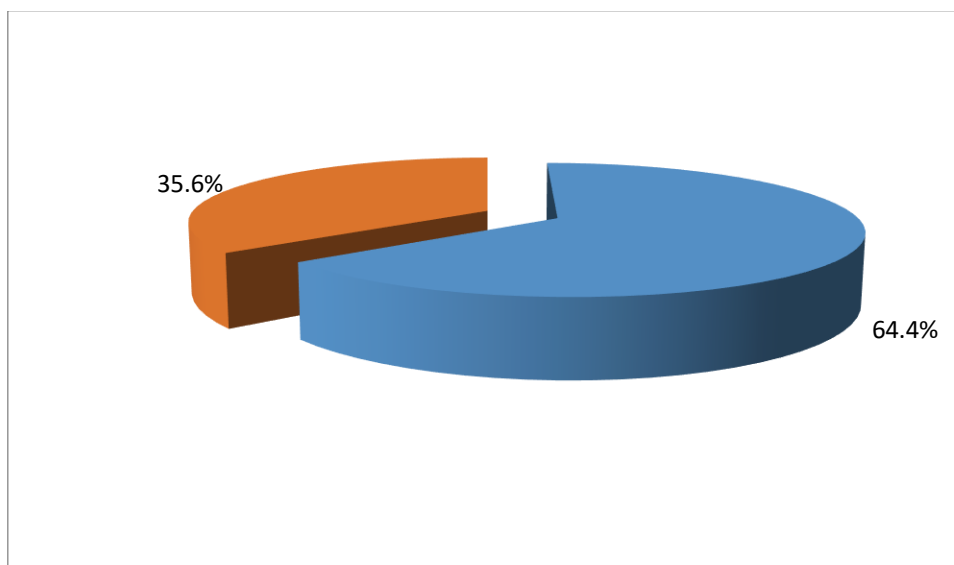


Figure 29: Usage of MSTs of English by Learners

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Table 29 illustrates learners' use of their MSTs of English in class, 64,4% of the participant learners answered yes; and 35,6% said no, they do not use their textbooks of English in class.

Q 5: How often do you use MSTs of English in class?

Table 30: Frequency of Usage of MSTs of English by Learners

	Frequency	Percentage
In all the lessons	8	6.8%
Only in some specific lessons	87	73.7%
Very rarely	18	15.3%
Never	5	4.2%
Total	118	100%

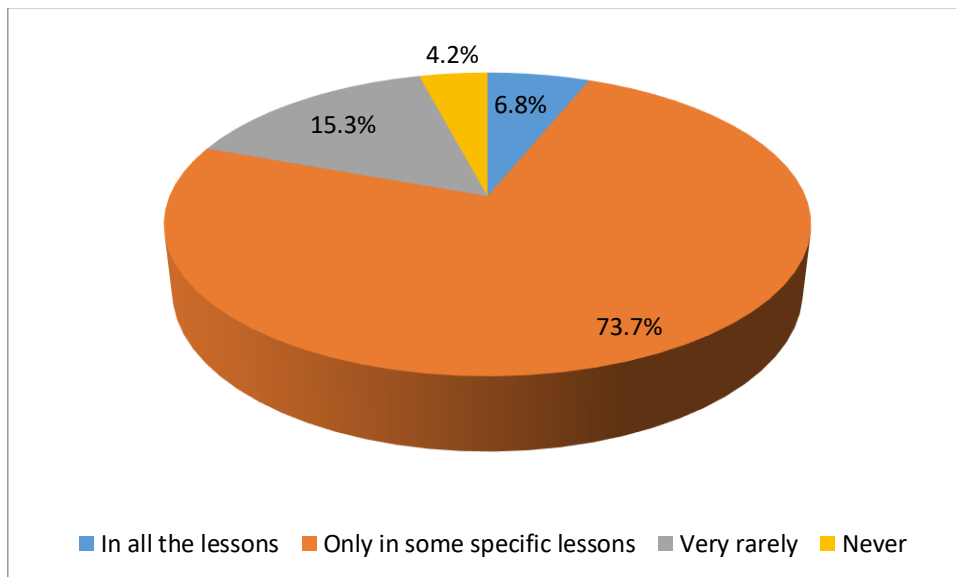


Figure 30: Frequency of Usage of MSTs of English by Learners

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Table 30 reveals how often learners use their textbooks of English in class, 73,7% of the learners answered only in some specific lessons, 15,3% used it rarely, 6,8% used it in all lessons, 0% never used it.

Q 6: Do you use your MSTs of English only in class, or do you also use it at home for practice?

Table 31: Learners' Use of MSTs of English

	Frequency	Percentage
Only in class.	62	52.5%
Both in class and at home.	52	44.1%
Only at home.	4	3.4%
Total	118	100%

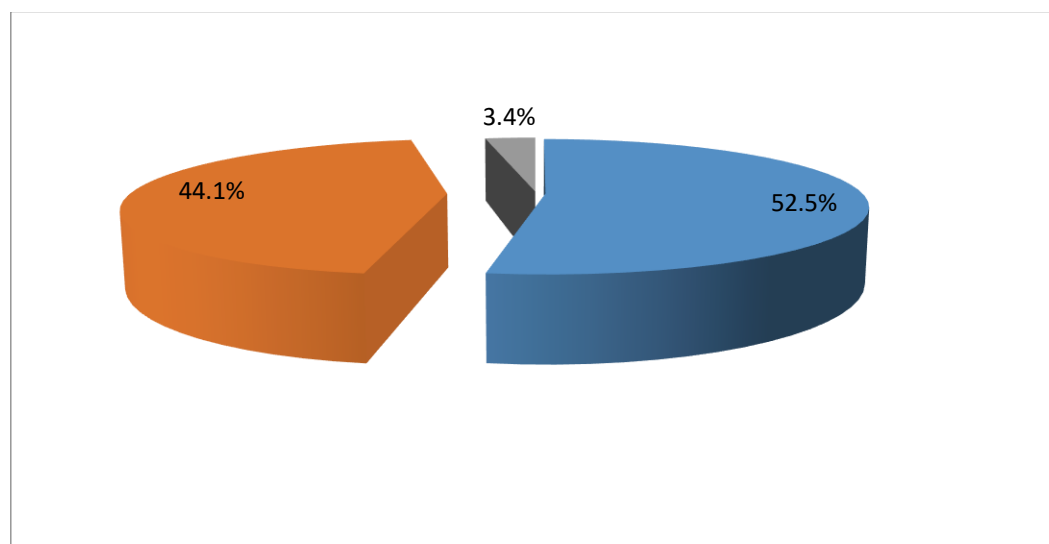


Figure 31: Learners' Use of MSTs of English

Table 31 illustrates students' use of their MSTs of English in class, or at home for practice, 52,5% of students use their textbooks only in class, 44,1% of them use it in class and at home, and 3,4% of students use it only at home.

Q 7: How do you feel about the difficulty level of your MST of English?

Table 32: Learners' Opinions about the Difficulty Level of MSTs of English

	Frequency	Percentage
They're just right - challenging but manageable.	69	58.5%
They're too easy for me.	16	13.6%
They're too difficult for me.	33	28%
Total	118	100%

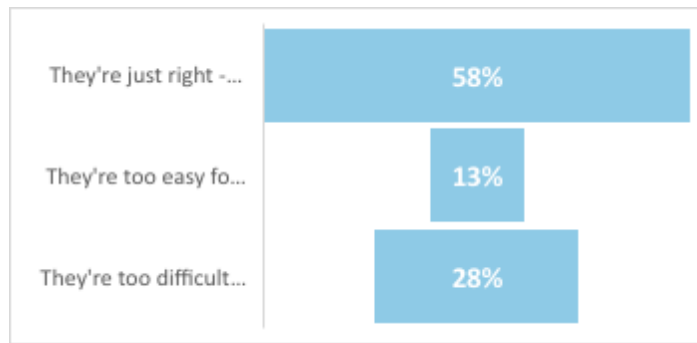


Figure 32: Learners' Opinions about the Difficulty Level of MSTs of English

Table 32 shows learners' opinions about the difficulty level of their MSTs of English; 58,5% of the learners found it just right challenging but manageable, 28% found it too difficult for them, and 13,6% said it is too easy for them.

Q 8: What type of tasks do you find most helpful in your MST of English?

Table 33: Learners’ most helpful type of tasks in MSTs of English

	Frequency	Percentage
Speaking practise activities.	24	15.5%
Grammar lessons	66	42.5%
Reading comprehension activities	48	31%
I learn to integrate.	17	11%
Total	118	100%

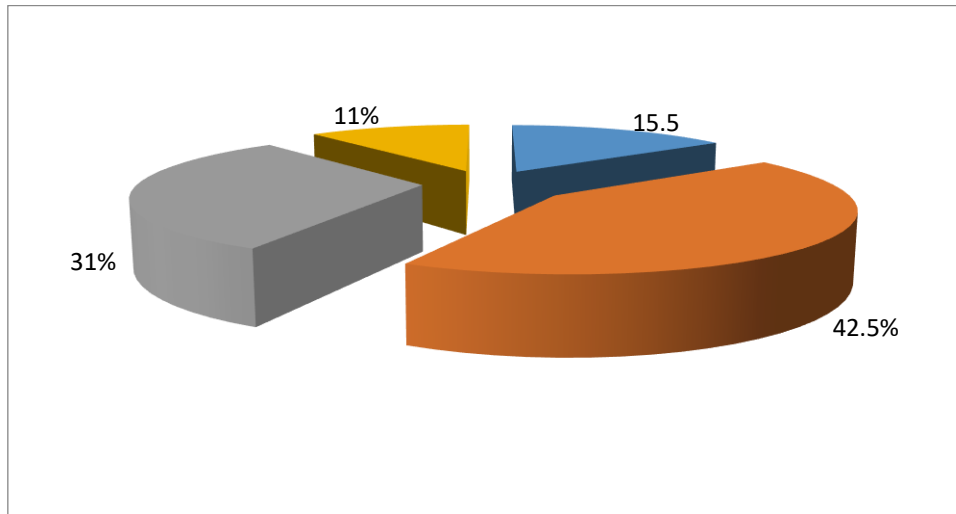


Figure 33: Learners’ most helpful type of tasks in MSTs of English

Table 33 represents the most helpful type of tasks in learners MSTs of English, 42,5% of participants said grammar lessons, 31% answered reading comprehension activities, and 11% considered I learn to integrate the most helpful type of tasks in their MSTs of English.

Q 9: What is your favourite part or lesson that you have learned from your MST of English?

Table 34: Learners' Favourite Part or Lesson from their MST of English

	Frequency	Percentage
I read and do	33	23.4%
I practise	51	36.2%
I listen and do	52	36.9%
Another type (please mention it)	5	3.5%
Total	118	100%

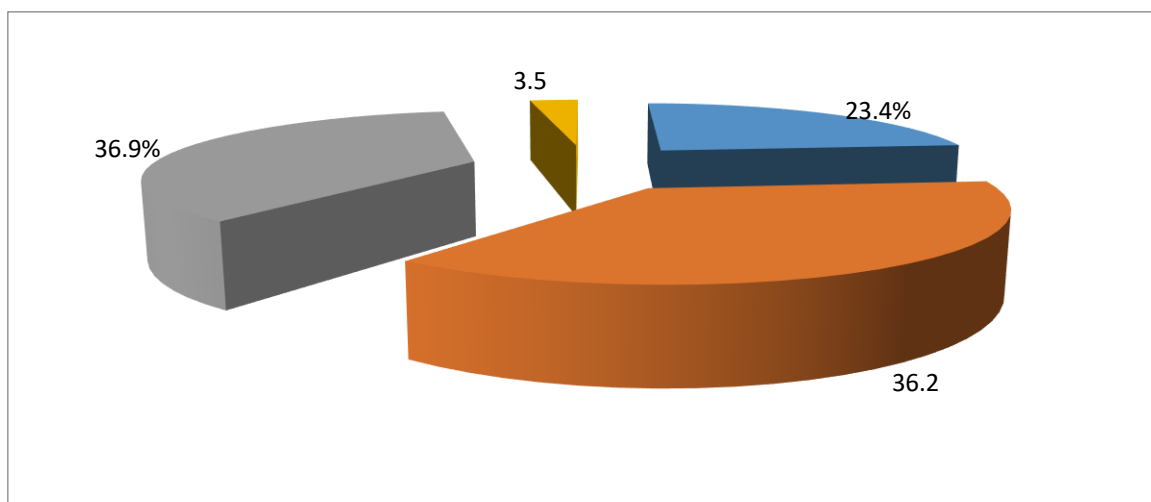


Figure 34: Learners' Favourite Part or Lesson from their MST of English

Table 34 illustrates learners' favourite part or lesson that they have learned from their MST of English, 36,9% of the learners said I listen and do, and 36, 2% answered I practice, 23,4% selected I read and do; and 3,5% said another type.

Q 10: Do you enjoy the illustrations in your MSTs of English that depict Algerian culture feasts and customs?

Table 35: Learners' Opinions about the Illustrations in their MSTs of English that Depict Algerian Culture, Feasts and Customs

	Frequency	Percentage
Yes, I love them!	56	47.5%
They're okay.	56	47.5%
Not really!	6	5%
Total	118	100%

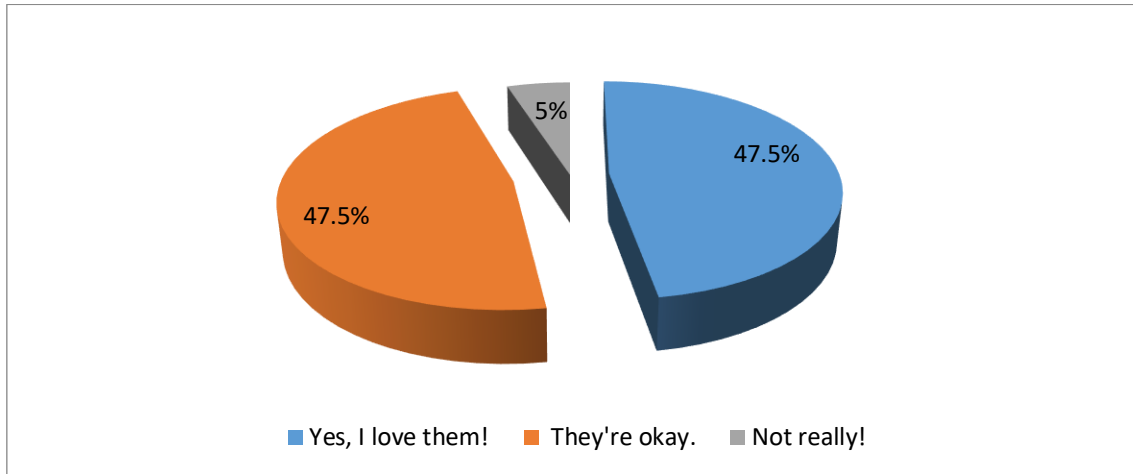


Figure 35: Learners' Opinions about the Illustrations in their MSTs of English that Depict Algerian Culture, Feasts and customs

Table 35 represents learners' opinions about the illustrations in their MSTs of English that depict Algerian culture feasts and customs, 47,5% of the learners said yes, they love them; 47,5% said they are okay, and 5% answered not really.

Q 11: Do you find that MST of English helps you learn about the Algerian culture (food, clothes, occasions, traditions....)?

Table 36: Learners' Views about the Help of MST of English in Learning the Algerian Culture

	Frequency	Percentage
Yes, it contains a lot about the Algerian culture	64	54.2%
Somewhat, we did not learn much from it.	41	34.7%
No, there is no content about Algerian culture in it.	13	11%
Total	118	100%

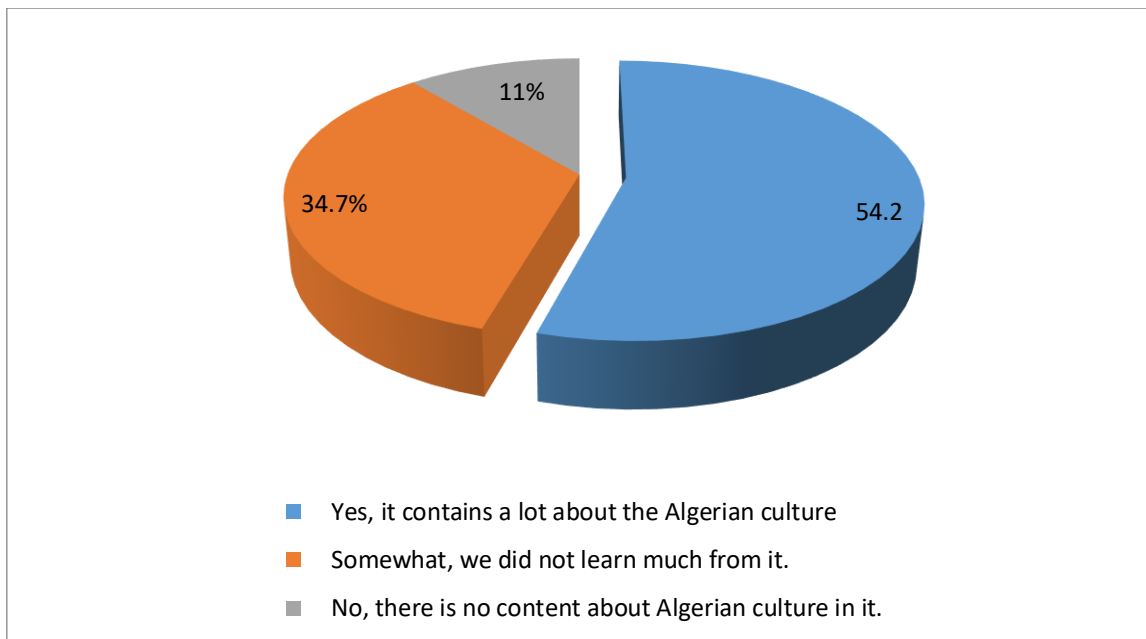


Figure 36: Learners' Views about the Help of MSTs of English in Learning the Algerian Culture

Table 36 reports learners' answers about the help of MSTs of English in learning the Algerian culture (food, clothes, occasions, traditions...); 54,2% of the learners said yes, it

contains a lot about the Algerian culture, 34,7% answered somewhat, we did not learn much from it, and 11% said no, there is no content about Algerian culture in it.

Q 12: Do you find that MSTs of English help you learn about cultures from other countries?

Table 37: Learners' Views about the Help of MSTs of English in Learning about cultures from other Countries

	Frequency	Percentage
Yes, it contains a lot of foreign cultures content.	42	35.6%
It rarely contains content about a foreign culture.	49	41.5%
No, it does not contain any content about foreign cultures	27	22.9%
Total	118	100%

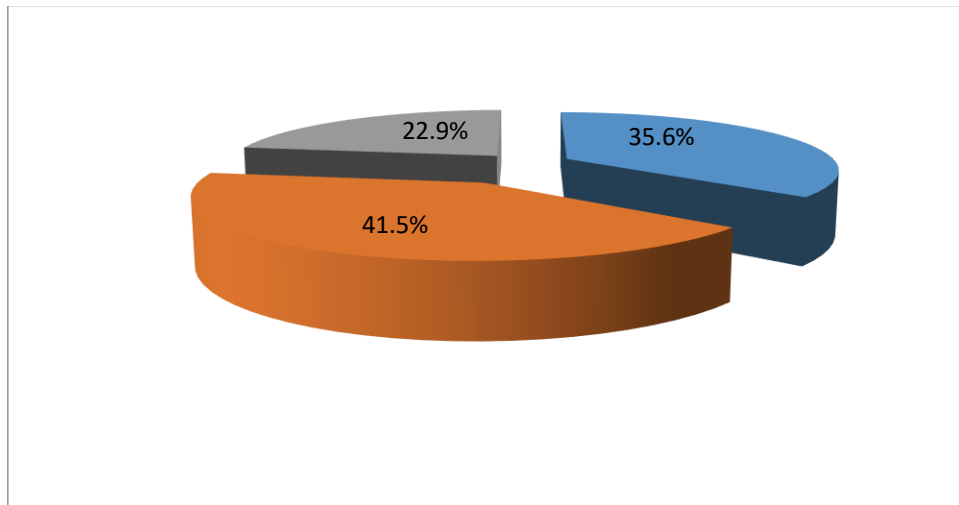


Figure 37: Learners' Views about the Help of MSTs of English in Learning about cultures from other Countries

Table 37 represents learners' answers about the help of MSTs of English in learning about cultures from other countries, 41,5% of the participant learners said it rarely contains about a foreign culture, 35,6% answered yes, it contains a lot of foreign cultures content, and 22,9% said no, it does not contain any content about foreign cultures.

Q 13: Can you name some lessons in MSTs of English that you have already seen which represent symbols traditions and cultures of Algeria?

97% of learners reported that, they actually could remember many lessons which represent symbols traditions and cultures of Algeria seen in MSTs of English especially third and fourth-year levels. Participants stated lessons from sequences two and three of MSTs of English Year Three such as the lesson about the Algerian inventor Dr. Abderrahim Bourouis along with the lessons regarding the old city of Setif in sequence two. While only 3% of learners stated that they could not recall any lessons that contain Algerian culture.

Q 14: Can you name some lessons you have already seen in MSTs of English that represented symbols traditions or cultures of other countries?

Different answers were obtained here regarding the symbols, traditions and/or cultures of other countries found in the textbooks. 75% of the pupils stated that they were not able to remember lessons which presented symbols traditions and cultures of Algeria seen in MSTs of English. 25% actually gave examples of lessons that presented foreign cultures in their MSTs of English such as the lesson about Japanese Anime, Manga, Sudoku and Karaoke or even the letter to Harry Potter's series writer J. K. Rowling.

Q 15: How do you feel about learning about Algeria and its symbols, nature, food, traditions etc...?

99% of the sample declared feeling proud of learning about Algeria and its symbols, nature, food, traditions etc, and only 1% stated that they feel nothing about that.

II.6.2.1. Discussion and Interpretation of the Learners' Questionnaire

The data gathered from learners' questionnaire throughout the study showed that Algerian MSTs of English play a significant role in shaping learners' cultural identity, since they reflect the Algerian historical, linguistic, and cultural outlook. The textbooks seem to influence Algerian young learners' identity development since they lead to the cultural awareness of the learners' identity on one hand, and the other cultures on the other hand. In addition to that, they tend to boost learners' sense of belonging and respect for cultural diversity. The learners have learned many aspects of their own culture like national traditions including traditions as well as of other cultures. That is mainly noticed from the data collected from question number 11. These educational materials integrated a diverse range of cultural elements which expanded the awareness and appreciation of different perspectives. The results showed that the majority of Algerian learners use their MSTs of English in class most of the time especially when the lesson requires them to do so. This finding also reflects the disinterest of Algerian middle school learners in using MSTs of English in order to know and grasp other countries cultures. This is mainly due to the insufficiency of other cultures components' incorporation in Algerian MSTs of English, as Gay (2010, p.54) warns: "Students may struggle to understand and empathize with those from different backgrounds".

In addition, MSTs of English sometimes cannot meet the learners' needs or interests. That is to say, the content or even the language is not easy to grasp, since most of

the learners find MSTs of English just quite challenging but manageable while some others find them too difficult, and only a few of them find them easy. In this regard, Richards (2001) reported in his research study that textbooks may not reflect learner needs. Another research carried out by Bouziane (2018) evaluated the Algerian MST "At the Crossroads" notes that the textbook is designed to cater to the needs of the learners in Algeria, but it still has some limitations. For instance, the MST of English does not fully reflect the cultural diversity of Algeria, which is an important aspect of language learning. The author suggested that textbooks should be more culturally sensitive and inclusive to better serve the needs of learners. Another study conducted by Riche (2018) examines the alignment of the English language curriculum in Algerian middle schools. The author notes that the curriculum is not fully aligned with the needs of learners in Algeria, which can lead to a lack of relevance and engagement in learning. The author suggested that the curriculum should be revised to better reflect the needs and interests of learners in Algeria.

The disinterest of learners to use the Algerian MSTs of English is apparent since they do not reflect learners' interests and needs and may therefore require adaptation. On the other hand, the questionnaire analysis results also revealed that the pupils have learned many aspects of their culture from these textbooks (including food, clothes, occasions, traditions....) because these educational materials integrated a diverse range of the Algerian cultural elements in different lessons.

The inclusion of Algerian culture in MSTs of English was particularly engaging, fostering, and has a stronger connection to the learners heritage. Analyzing and comparing the cultural content also helped them to develop a more nuanced understanding of their own culture in relation to others. Additionally, the way teachers addressed the cultural

components in the classroom played a role in shaping their cultural learning and experiences ultimately the exposure to diverse cultures through these MSTs English. It has profoundly influenced Algerian learners' personal as well as cultural identity, perspectives and their worldview.

Conclusion

This chapter represents the steps of investigating the role of MSTs of English on the cultural identity of Algerian learners. Data was collected using mixed-method design, quantitative research method. Questionnaires were administered to Algerian middle school teachers and learners to explore their perspectives and experiences concerning the cultural background provided by MSTs of English. The data obtained from the quantitative data gathering tool confirmed the findings of the qualitative data gathering tool. Both instruments proved that MSTs of English influence the learners' cultural identity formation and shaping.

II.7. Limitations

In our attempt to explore the role of MSTs of English in shaping the cultural identity of Algerian learners, we have encountered some limitations like:

The study focused on the cultural content of MSTs of English without examining how this content is actually taught and utilized in the classroom, which could be addressed by observational data on teaching practices and learner engagement with the cultural material.

Another challenge worth mentioning is the difficulty of collecting data from teachers through online questionnaires due to time constraints and the absence of seriousness of some teachers in responding to the questions.

Further, the uncooperative behavior of some MSTs of English designers by the unresponsiveness of some of them to the interview and the inaccessibility of others may have hindered gaining valuable insights into the selection process of cultural content and their perspectives on cultural identity development impacting the depth of the study's findings.

II.8. Recommendations

The researchers suggest some ways to improve MSTs of English so they can be better at teaching about different cultures:

First, MSTs of English should show a more balanced and complete picture of different cultures, not just focusing on the target language culture along with the learners' own Algerian culture.

Second, teachers should be trained on how to effectively teach culture. This includes helping teachers develop cultural awareness and knowledge. Teacher training programs and resources could focus more on this.

Third, the study offers recommendations to make MSTs of English more comprehensive and inclusive in their cultural content and to better prepare teachers to teach culture effectively.

Finally, this study can be used as a reference to conduct deeper and further researches on the role of MSTs of English in shaping the cultural identity of Algerian learners.

GENERAL

CONCLUSION

General Conclusion

There is more to learning a foreign language than just committing words to memory. Understanding the foreign culture, norms, values, way of life, history, and social context is crucial. Language is inherently linked to culture and the social order, and cannot be viewed in isolation. In recent years, the impact of cultural factors on cultural identity has witnessed increasing attention in teaching English as a foreign language. Cultural identity is a sense of group's cultural identity and a sense that an individual is influenced by group culture. One of the factors that is considered to be effective on EFL learners' cultural identity formation relates to MSTs of English. Due to lack of comprehensive research about the influence of Algerian English language MSTs in accurately introducing the Algerian culture and fostering cultural awareness among young learners led to creating a significant challenge for learners to perceive and internalize the cultural components presented by these textbooks.

This research study examined three main questions: How do middle school textbooks of English in Algeria represent Algerian culture and address the historical, linguistic and religious aspects of Algerian identity? To what extent do these textbooks promote cultural diversity and inclusivity? And how do learners perceive and internalize the cultural messages conveyed through these textbooks?

Besides that the results of this study were derived from the analysis of data gathered using two different instruments, a questionnaire for teachers and another for learners and an interview for MSTs of English designers. The questionnaires were

administered to both Algerian middle school teachers and learners to gather data about their perspectives and experiences regarding the cultural messages conveyed through these textbooks. The interview was conducted with one of the MSTs of English designers, who was also a middle school inspector and a textbook writer. After collecting data, findings revealed that the source culture has the highest percentage of representation in the textbooks, followed by international culture, while the target culture (English) has the lowest rate.

Furthermore, the findings revealed that these textbooks do not adequately assist learners in enhancing their cultural knowledge or in communicating effectively in situations of intercultural communication instances. Data gathered from teachers' questionnaires stated that MSTs of English need a major overhaul. While some of the teachers suggested specific topics such as traditional festivals, historical figures, and regional cultures, the majority insisted on including more diverse cultural perspectives, incorporating local languages and dialects, and addressing stereotypes and biases. Overall, Algerian MSTs of English offer a good starting point for cultural learning, but there is room for improvement in terms of depth, balance, and integration with language skills development.

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Appendices

Appendix A

Teachers' Questionnaire

Dear Middle School Teachers of English,

We are students of English -Master 2- Language and Culture and we are conducting a research paper about the included cultural aspects in middle school textbooks of English and their impact on learners. This questionnaire is dedicated for teachers of English at middle schools. We would greatly appreciate to hear your opinions and experiences regarding the use of these textbooks and their impact on Algerian learners. Your collaboration is extremely valuable. Would you kindly respond to the questionnaire?

We highly appreciate your cooperation. Thank you in advance.

1. Gender:

- Male

- Female

2. Age:

- Under 25

- 25-34

- 35-44

- 45-54

- 55 and above

3. Years of Experience teaching English in middle school (s):

- Less than 1 year

- 1-5 years

- 6-10 years

- 11-15 years

- 16 years or more

4. Educational degree/ qualification:

- Bachelor's degree (university)

-Bachelor's degree (ENS)

- Master's degree

- PhD/Doctorate

- Other (please specify):

5. Levels you are currently teaching in middle school (choose all that applies):

-First year

-Second year

-Third year

-Fourth year

6. How often do you use middle school textbooks of English in planning and delivering your lessons?

-Always

- Often

-Rarely

-Never

-Other (please explain)

7. How would you rate the overall content quality of middle school textbooks of English?

- Excellent

- Good

- Average

- Poor

-Other (Please explain)

8. How would you rate the level of difficulty of middle school textbooks of English?

- Very easy

- Appropriate

- Very challenging

9. How well do middle school textbooks of English align with the curriculum and learning objectives?

- Fully
- To a great extent
- Partially
- Poorly
- Not at all

10. Are middle school textbooks of English visually engaging and appealing to students?

- Yes, very much
- Somehow
- Not really
- Not at all

11. How often do you supplement middle school textbooks of English material with additional resources or activities?

- Always
- Frequently
- Occasionally
- Rarely

- Never

12. Do middle school textbooks of English include content that promotes Algerian values traditions and customs?

- Yes, extensively

- Yes, to some extent

- No, not really

-I do not know

13. How do you perceive the representation of Algerian culture in middle school textbooks of English?

- Very accurate and representative

- Somewhat accurate, but some aspects are missing

- Not accurate or representative at all

-Other (Please explain)

14. Do you think the content of middle school textbooks of English adequately reflects the cultural diversity of Algeria?

- Yes, it includes a wide range of cultural aspects

- Yes, but there are gaps in representation

- No, it mostly focuses on a single cultural aspect

- No, there is a misrepresentation of the Algerian culture

15. How effective are middle school textbooks of English in enhancing the different learning styles and abilities of Algerian learners (your learners)?

- Very effective
- Somewhat effective
- Not effective
- Other (Please explain)

16. Do middle school textbooks of English offer a variety of authentic and real-life language examples that relate to Algerian culture?

- Yes, a lot
- Somewhat
- Not really
- None at all

17. Have you encountered any stereotypes or biases in middle school textbooks of English regarding Algerian culture or identity?

- Yes, there are clear stereotypes/ biases
- There are a few subtle stereotypes or biases
- No, the textbooks are free from stereotypes or biases

18. How do middle school textbooks of English address the Algerian historical and socio-cultural context?

- Very effectively
- Somewhat effectively
- Not effectively
- Inadequately

19. Do middle school textbooks of English refer to any other foreign culture?

- Yes, there are plenty of other cultures' representations
- There are a few foreign cultures' representations
- There is no other foreign culture

20. Do middle school textbooks of English encourage critical thinking and discussions about Algerian cultural identity?

- Yes, definitely
- Yes, to some extent
- No, not really

21. How well do middle school textbooks of English foster a sense of pride and belongingness to the Algerian culture among the learners?

- Very well
- To some good extent
- Not well
- Not at all

22. Do middle school textbooks of English promote a positive perception of Algerian cultural identity among the learners?

- Yes, definitely
- Yes, to some extent
- No, not really

23. How well do middle school textbooks of English incorporate Algerian literature and arts into the curriculum?

- Very well
- Somewhat well
- Not very well
- Not at all

24. Do you think middle school textbooks of English encourage students to explore and appreciate their own cultural heritage?

- Yes, absolutely
- Yes, to some extent
- No, not really

25. How would you suggest improving the representation of Algerian culture in middle school textbooks of English?

- Including more diverse cultural perspectives

- Incorporating local languages and dialects
- Addressing stereotypes and biases
- No need for any improvements
- Other (please specify)

26. Are there any specific aspects of the Algerian culture that you would like to see more of in middle school textbooks of English? (For example, traditions, festivals, or historical figures) Please explain.

27. Can you think of any examples where you felt that middle school textbooks of English portrayed Algerian culture inaccurately or did not represent it well? What would you change about those examples? Please explain.

28. In your opinion, what are some important values or traditions that should be highlighted in middle school textbooks of English to promote a sense of pride in Algerian culture? Please explain.

-----Thank you for your collaboration-----

Appendix B

Learners' Questionnaire

1. Gender:

a) Male

b) Female

2. Age:

- a) 10-11
- b) 12-13
- c) 14-15
- d) 16 or more

3. Grade:

- a) First Year
- b) Second Year
- c) Third Year
- d) Fourth Year

4. Do you usually use your middle school textbook of English in class? Please select one:

- a) Yes
- b) No

5. How often do you use middle school textbooks of English in class?

- a) In all the lessons
- b) Only in some specific lessons
- c) Very rarely
- d) Never

6. Do you use your middle school textbook of English only in class, or do you also use it at home for practice? Please select one:

- a) Only in class.
- b) Both in class and at home.
- c) Only at home.

7. How do you feel about the difficulty level of your middle school textbook of English? Please select one:

- a) They're just right - challenging but manageable.
- b) They're too easy for me.
- c) They're too difficult for me.

8. What type of tasks do you find most helpful in your middle school textbook of English? Please select one:

- a) Speaking practise activities.
- b) Grammar lessons
- c) Reading comprehension activities
- d) I learn to integrate.

9. What is your favourite part or lesson that you have learned from your middle school English textbooks? Please select one:

- a) I read and do

- b) I practise
- c) I listen and do
- d) Another type (please mention it)

10. Do you enjoy the illustrations in your middle school textbook of English that depict Algerian culture feasts and customs? Please select one:

- a) Yes, I love them!
- b) They're okay.
- c) Not really!

11. Do you find that middle school textbook of English helps you learn about the Algerian culture (food, clothes, occasions, traditions....)?

- a) Yes, it contains a lot about the Algerian culture
- b) Somewhat, we did not learn much from it.
- c) No, there is no content about Algerian culture in it.

12. Do you find that middle school textbook of English helps you learn about cultures from other countries?

- a) Yes, it contains a lot of foreign cultures content.
- b) It rarely contains content about a foreign culture.
- c) No, it does not contain any content about foreign cultures.

13. Can you name some lessons in middle school textbooks of English that you have already seen which represent symbols traditions and cultures of Algeria?

.....

14. Can you name some lessons you have already seen in middle school textbooks of English that represented symbols traditions or cultures of other countries?

.....

15. How do you feel about learning about Algeria and its symbols nature food traditions etc...?

.....

الملخص

تبحث هذه الدراسة في كيفية تمثيل المحتوى الثقافي في كتب اللغة الإنجليزية في مرحلة التعليم المتوسط في الجزائر للمستويات الأربع. حيث اعتمدت هذه الدراسة على نهج متعدد الأساليب (أو نهجا مختلطا). تم تحليل البيانات الكمية التي تم جمعها باستخدام استبيانات لكل من المعلمين والمتعلمين إحصائياً؛ كما تم تحليل البيانات النوعية للمقابلات مع مصممي كتب اللغة الإنجليزية لمرحلة التعليم المتوسط في الجزائر موضوعياً. كذلك تم جمع البيانات وتحليلها نوعياً أيضاً باستخدام منهج تحليل محتوى الكتب المدرسية. و تشير نتائج هذا البحث إلى أن الجوانب الجمالية تهيمن على المحتوى الثقافي، تليها الأسباب السوسولوجية و الدلالية وكذا المعنوية. و من الملاحظ أن المعنى العملي كان مفقوداً تماماً. و وجدت الدراسة أيضاً أن الثقافة المصدر لها أعلى نسبة، تليها الثقافة الدولية، بينما الثقافة المستهدفة لها أقل معدل علاوة على ذلك، كشفت النتائج أن كتب اللغة الإنجليزية في مرحلة التعليم المتوسط في الجزائر لا تساعد المتعلمين بشكل كاف في تعزيز معرفتهم الثقافية ولا تساعدهم في التواصل في حالات و مواقف التواصل بين الثقافات. و أخيراً ، تهدف الملاحظات والاستنتاجات من هذا البحث إلى تقديم إرشادات مفيدة و مساعدة لتوجيه المسؤولين عن اختيار المواد الثقافية ذات الصلة بالمناهج المدرسية ، من أجل تحسين تدريس وتعليم اللغة الإنجليزية في الجزائر.

