



People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Abbes Laghrour University – Khenchela
Faculty of letters and languages
Department of English

The Evaluation of the Cultural Content in EFL Textbooks: A Case Study of the 2nd Year Middle School Textbook “My Book of English”

A dissertation Submitted in partial fulfillment of the requirements for degree of Master in Language and the Culture

By:

Bouchami Zaineb.

Supervised By:

Ms. Ouled Ahmed Fatima.

Board of Examiner

- Belmaki Assma
- Malek Nassira

Chairman

Examiner

June 2023

Dedication

The journey was not short, nor should it be. The dream was not close, nor was the road
fraught with facilities, but I did it.

I dedicate my graduation to the one whose name I carry with pride, to the one who reaped the
thorns from my path to pave the path of knowledge to my “dear father”. After the grace of
God, what I am belongs to my father, the man who did not obtain even a small part of what
we got, and the man who strived all his life to be better than him.

To the invisible hand that removed the thorns from my path, and who endured every moment
of pain I passed by her and she supported me at my weakness and playfulness, my beloved
mother. My brothers and comrades over the years, and everyone who helped and supported
me on this path is grateful.

To all of you, I would not have arrived without your grace after God.

Acknowledgement

I am grateful to Allah for giving me the strength and grace to complete this work successfully.

I would also like to express my sincerest gratitude to my supervisor **Ms. Oueld Ahmed**

Fatima for accepting to supervise this work. I am very grateful for her patience and directions also for making me know that she believes I will get it right.

Thanks to **Ms. Malek Nassira**, and **Ms. Belmaki Assma** for the attention they showed towards my modest work that they agreed to evaluate.

Abstract

Learning a foreign language entails more than just memorizing words. To what matters that you are familiar with the foreign values, norms, way of life, history, and social background. Hence, it is essential to remember that there is no language without culture and there is no culture without language. The aim of this study is to explore and evaluate the cultural content in the Algerian English textbooks used in the Middle School. The current research is an attempt to analyze “My Book of English. Year-Two” one o the “Second generation” course book introduced in 2017 at the Algerian Middle School level, to see to what extent it incorporates the necessary ingredients for intercultural teaching/ learning to take place. The analysis revealed that the textbook showed the others culture, through their food, famous places, clothes. Accordingly, the incorporation of these cultural aspects in textbooks leads pupils to compare between the first culture and the target one.

Key Words: English textbook – Foreign culture – Cultural Aspects – Middle School.

Table of Contents

Dedication	II
Acknowledgement.....	III
Abstract	IV
Table of Contents	- 1 -
General Introduction:	- 3 -
Background of the study:.....	- 3 -
Statement of the Problem:	- 6 -
Research Questions:	- 6 -
Research Methodology:.....	- 6 -
Aims and Significance of the Study:	- 7 -
Organization of the study:	- 7 -
Chapter One: Literature Review.....	- 8 -
Introduction	- 8 -
Reviewing Previous Studies	- 13 -
Conclusion:.....	- 20 -

Chapter Two: Methodological Framework	- 21 -
Sample:	- 21 -
Data Collection and Analysis:	- 22 -
CULTURE CHEKLIST	- 22 -
Analysis of the Algerian Middle School Second Year textbook:	- 25 -
Analysis of Cultural Aspects:	- 27 -
Sequence 01:	- 27 -
Sequence 02:	- 30 -
Sequence 03:	- 33 -
Sequence 04 :	- 36 -
Findings:	- 38 -
Discussion:.....	- 43 -
Conclusion:	- 44 -
General Conclusion	- 45 -
المخلص:	- 46 -
Work cited:	- 47 -

General Introduction:

Many people today live in cultures and languages that are incompatible. People are interacting across cultural and linguistic boundaries as the world shrinks because of these new circumstances; all educational systems, including Algeria, recognize the importance of culture integration in foreign language teaching and learning. The current study focuses on the cultural content in textbooks used in the Algerian educational system thesis focuses on culture and its evaluation in an Algerian EFL middle school classroom, with the goal of demonstrating the effectiveness of culture teaching. Culture learning and content play an important role in the English foreign language “EFL” classroom.

The current study seeks to assess culture-content in Algerian EFL middle school textbooks. More specifically, it aims to provide an overview of culture teaching and learning in language in order to bring the most effective strategies for learners to better take advantages of culture-content, finally to provide an overview of culture content in-use textbooks can provide and the cultural objectives that they can encourage.

Background of the study:

This section aims to provide an overview of the overall context in which the research investigates the evaluation of culture content, to grasp an idea of what this research means in which the study is carried out, such as the country, educational system, and EFL middle

education. Indeed, they demonstrate the significance of evaluating cultural content in Algerian EFL classrooms.

According to Brown (1994), « culture is rooted in our very existence. However, this is mode of communication between culture and its members; culture's most visible and accessible manifestation. A person's world view and sense of self identity. Changes in culture can cause confusion in thoughts, behaviors, emotions, and communication system because the country is strategically located at the cross roads of Africa and Europe, it has been open to a wide range of linguistic and cultural influences. Algeria benefits from an influx of interactions with people from all over the world as result of its strategic location and multiple relationship with other countries. As a result there is growing awareness of the importance of quality, free and compulsory education for all citizens as a unique method of developing their intellectual and emotional potentials and skills.

Algerian education is divided into three stages: primary, middle and secondary education. EFL is considered a foreign language in middle school. In Algeria, EFL is becoming increasingly important in the sense that learning its skills is now an individual and governmental mission in order to enable learners to successfully communicate with people of other languages and cultures.

In short, the current study's main goal is to evaluate the content of culture in English language textbooks in order to command a better opportunity for successful communication employment, professional advancement, and future prospects.

Statement of the Problem:

The current study requires the researcher to examine the various interpretations of cultural aspects in textbooks. To say it differently, the current study aims to analyze the different ways of incorporating both the first culture and the second culture in textbooks and how the inclusion of these cultural aspects increase the intercultural understanding of learners.

Research Questions:

The current study has generated two research main questions, each of which is concerned with a different aspect of culture used in textbook. At this point, the current study is attempting to answer the following two primary research questions:

1. How is the cultural content tackled in textbooks?
2. To what extent are the texts and tasks included in the Algerian middle school increase the sphere of inter culturality?

Research Methodology:

The type of the research methodology that will be used in this study is qualitative content analysis because this study based on evaluating and culture content that used in textbooks, the method combines elements of quantitative research and qualitative research, the method is often used in the behavioral, health, and social sciences, especially in multidisciplinary settings and complex situational or societal research.

Aims and Significance of the Study:

By focusing on the concept, place, and contributions of culture content in the EFL classroom, the purpose of this thesis is to gain insight into culture teaching and learning.

In the first place, it aims to offer some useful suggestions for teaching and learning English as a foreign language about how to get students involved in successful intercultural communication situations

The following Algerians will benefit from the current study; the principal classification is students, who will profit from expanded consciousness of social substance when they successfully interact with people from other cultures. The second category is teachers, and it emphasizes the importance of listening to their perspectives and drawing on their perspectives on the current state of culture teaching. In all, the aim of this study is to explore and evaluate the culture content in Algerian English textbook at second year middle school.

Organization of the study:

The recent thesis arranged as follows; the introductory section includes the background of the study, statement of the problem, purpose and significance, research questions, research methodology. The first chapter that is entitled literature review includes an overview of previous studies about the research. The second chapter represents the research design and procedures of data collection as well as the interpretation of results.

Chapter One: Literature Review

Introduction

Textbooks continue to be a significant way for Algerian students to interact with the English language; As Hamidi and Bouhas (2018) claim « in Algeria, the textbook is the basis of the language knowledge received by students during their studies » (p.406). Because making the wrong decision could result in a waste of resources and effort, their evaluation deserves careful study. Beyond the U. S., English is gaining popularity and is increasingly seen as the most crucial language to learn. Sheldon (1987) said textbooks_ « represent the visible heart of any ELT program » (p, 237), since its use in the classroom provides substantial opportunities for both teachers and pupils to practice the target language. Mouloud (2016) said: « Therefore, these days you may be able to see textbooks used in most, if not all, classrooms » (p.451). Due to this, a large number of Algerian researchers, such as, (Merrouche, 2006; Mouloud, 2016; Dehda and Hocine, 2020; Boukendakdji and Abdul samat, 2022). Concentrate on assessing the cultural material in the Algerian textbooks.

Most Algerian pupils actually make advantage of. The absence of English outside of schools and in daily interaction makes us wonder how English is taught to Algerian students and how cultural information is marginalized in English textbooks. The English language is used in every day communication and social interaction outside of the classroom, but there is no English.

Algerian students had difficulty communicating across cultural boundaries in English, according to the researcher's experience. However, they were able to discuss well-known historical sites, foods, and buildings in Algeria as well as other famous buildings and foods from other countries. Additionally, they are knowledgeable about their neighborhood and their health, but not so much about world cultures. They are perplexed and restrained in their speaking during the meeting.

Reviewing Previous Studies

There are several reasons why culture is important, including the fact that it is an integral part of learning and teaching languages. Language and culture are also closely intertwined, thus separating them will cause one of them lose significance. As per Brown (2000) « A language is component of culture, and culture is a component of language. The two are closely entwined to the point that one cannot detach the two without losing the values of either culture or language » (p.189)

As Han (2009) said: « culture is something like making bread with butter in. It is named as butter bread. If butter is spread on the top of the bread » also « culture and language are twins, look very much like each other, people cannot easily distinguish who is who » (n;p). In other words, it argues that language is responsible for transmitting cultural material because it is seen as a medium of communication between individuals. It would seem from this connection that language and culture are closely related. Language is a crucial component of culture; it is molded by culture and acts as the main vehicle for the dissemination of culture. Furthermore, due to cultural restrictions, it is challenging to learn or teach forms that lack substance because language is made up of both content and form. In addition as Valdes (1990) said that « teaching culture cannot be avoided when teaching language; they are inseparable like Sears and Roebuck » (p, 20).

According to Baker (2003) , learning a language necessitates understanding a culture's assumptions, values, and beliefs.. As per Valdes (1990), even language lessons are about

something, specifically culture. In last it appears that language transcends culture and vice versa.

Also as to Zhan (2016) « learning some other culture broadens our Outlook while also aiding us in the learning more about the language's connotations » (p. 281), understanding language connotations is aided by culture. As Bayram (1989), stated that « the connotations of a specific language refer to the culture of a specific social clustering and the study of these connotations and their understanding by learners and other speakers entails the study and understanding of that culture » (p.41). Since, language is symbolic language. As a result, culture is essential for fully understanding a language.

The improvement of pupils' cultural understanding is the second justification for the significance of culture in language instruction. Kitao (1999) emphasized the importance of cultural understanding in relating foreign language' nature and sounds in relation to everyday situations.

Learning about culture helps people improve their communication abilities. Purba (2011) stated that « to interact well with speakers of other languages, one must have a solid grasp of the target culture's underlying knowledge » (p.48). In addition, culture is the communication proceeds and how the message and the context are interpreted. As per Peterson (2004), pupils must study culture to understand how to use language for efficient communication within the framework of language culture and to develop an awareness of appropriate behavior within that culture. Bada (2000) said that in brief; learners

communication with speakers of natural languages may be challenging for those who have not been exposed to cultural influences.

The final factor is that cultural integration aids in the comprehension of literature.

Literature should be studied in the context of its cultural. For Kramersch (1993), it's difficult to comprehend a text's full meaning when it is removed from its cultural context, which contributes to the difficulties in reading and comprehending real writings.

In the research « The Place of Culture in the Teaching of English in the Algerian middle school ». By Dr. Merrouche.Sarah (2006).

The goal of this research is to have a better knowledge of cultural teaching in foreign language education. The goal is to examine the weight of the English language culture component as it is included in Algerian English textbooks currently used in middle and secondary schools. Also, investigates the teachers' understanding of culture teaching and how they cope with culture in their classrooms. Another part of this research is an examination of learners' attitudes toward English-speaking cultures as well as their opinions and perceptions of foreign language and foreign culture learning. The data gathered used to generate recommendations on how to best teach about the target language's cultural dimension in the Algerian context.

Furthermore, the purpose of this effort is to create a cultural training program for prospective English teachers and to test its efficiency in developing awareness about the role of culture in language instruction.

The work is guided by a qualitative study that employs an evaluation guide and two instructor questionnaires. A questionnaire for students and an experiment. The focus of the evaluative guide is on the treatment of cultural content in language textbooks. The first teachers' questionnaire is concerned with the approach, methods and techniques of culture teaching ; the second has to do with the place of culture in the middle and secondary school

textbooks. The pupils' questionnaire sheds light on their viewpoints about and attitudes towards learning the English language and culture. The experiment investigates the question of pre-service teacher training and the role it can play to promote the integration of the cultural aspects in language lessons.

The results show that the target language cultural aspect is either overlooked or inadequately considered in the course book, that at least half of the teachers do not include it in their language lessons, despite their awareness of its importance, and that most learners prioritize learning the linguistic components, even though they do not have negative attitudes toward English-speaking cultures on the whole. With nearly half of the participants, the experimental cultural program was a success.

Based on these findings, recommendations are made to syllabus designers, textbook writers, and teachers in order to correct shortcomings and change cultural education in Algerian schools.

Throughout this dissertation. The main source of concern has been the way the cultural component is seen and managed in Algerian middle and secondary schools in respect to three critical factors: the textbook, the instructor, and the learner.

Beginning with an introduction of basic cultural concerns, the relationship between culture, language, and communication, the role of culture in foreign language education, and teaching/ learning about culture (Chapters one, two, three, and four). This served to explain

the history of the field of foreign language/ foreign culture education and to set the stage for our research. By moving on to an examination of the cultural content of Algerian English textbooks used at the intermediate and secondary levels (Chapter five). The primary premise that guides this research that the socio-cultural aspect of the English language is either not included or not effectively addressed in the course books has been confirmed in light of this analysis. In fact, this aspect is discovered to be entirely ignored in school books, typically those for secondary school, that focus mostly on culture-general (or occasionally, completely technical) content. Additionally, it receives insufficient attention in course books with multicultural bent, primarily those for middle school. The recently released « spotlight on English, book one and book two » middle school course books initially appear to be pretty acceptable for teaching and learning about culture. However, a thorough investigation has shown their shortcomings. The cultural dimension is subservient to linguistic structures and / or functions in every textbook under analysis, which resulted in incomplete cultural contents. The discussion of cultural subjects is, at best, cursory ; no additional explanations or suggested activities for true cultural immersion are offered.

In this research “ Evaluation of culture-based contents of Algerian English foreign language classroom in relation to teachers, learners, and textbooks”. by Mr. Mouloud AIT AISSA.

Provided insights into culture teaching and learning in the EFL classroom by highlighting the concept place, and contributions of culture-based content in the EFL classroom that linguistic competence has always had in the EFL classroom. In short, it seeks to assess the culture-based content in Algerian EFL classrooms in order to determine the extent to which textbooks, teachers, and students reflect these issues.

The study employs both qualitative and approaches, and it consists of three surveys, each of which focuses on a different aspects of the classroom. The research samples include 60 EFL teachers, 120 EFL students and three EFL textbooks currently. A questionnaire survey is conducted with EFL learners, and a content analysis survey is conducted with three textbooks currently in use, “At the crossroads,” “Getting through,” and “New Prospect.”

The main findings show that culture-based content in EFL classrooms does not help students communicate in intercultural situations. The study reveals. In particular, that teachers emphasize linguistic competence over cultural competence, that learners perform better in big “C” themes than small “c” themes and that textbooks are overloaded with big “C” themes rather than small “c” themes. Based on the findings, recommendations are made

to EFL teachers, EFL students, textbook writers, syllabus designers, and curriculum developers to address the deficiencies. Finally, a number of future research trends are highlighted.

In an entitled Research paper “Evaluating the Cultural Content of Algerian EFL textbooks”. By. Dehda Nacer (2020).

Investigates the content of four Algerian EFL textbooks in terms of their cultural content and intercultural tasks. The analysis is carried out through using Sercu’s framework which is mainly based on quantitative methods. This section describes the instruments to be used to collect data from textbooks, namely content analysis, Sercu’s classification in inter tasks and De Corte’s taxonomy of intellectual operations.

The study’s four textbooks revealed an imbalance in the depiction of the target language culture, as well as other cultures and the learners ‘own. This could harm not just the learner’s image of foreign people and cultures, but also the achievement of the goal of English language education in Algeria.

Students may develop a false view of the target culture, as well as stereotypical attitudes toward its people. As a result, learners will not obtain an ICC and may not be successful in future intercultural communication. The stereotypical image of the foreigner as a tourist can limit the learner’s perceptions of future contacts with foreigners and intercultural contact scenarios.

Textbooks should cover a wide range of possible relationships with the foreigner, such as being a friend, coworker, classmate, neighbor, husband or wife, lover, and so on. And

contact scenarios such as those provided by social media, travel; mobility for school and job,
and so on (p. 2063; 2064)

.

The research entitled “The Evaluation of Culture in EFL textbook for Middle School in Algeria. By Ms. Ikram Boukendakdji. 2022

The primary goal of this study is to develop learners’ communication skills in intercultural communication situations. The primary goal of learning a language is to be able to communicate effectively. Culture is essential for effective communication because it demonstrates how communication proceeds and goes beyond the conversation to comprehend the message and its meaning.

The researchers collected and analyzed data using a qualitative approach. The descriptive qualitative technique emphasizes words over numbers. This study’s data was analyzed using content analysis in the form of a description. It is a document examination that looks at written, spoken, or visual communicative messages. “My Book of English” is the title of the textbook used in this study.

The analysis’s main criterion is realism, which is manifested in the balanced and comprehensive representation of culture. This includes depicting culture at three different levels, from positive to negative, from mono to multiple.

Conclusion:

The importance of culture and language throughout a literature review was covered in the first chapter, along with some relevant theoretical issues. Additionally, looking back at earlier studies allows us to see what conclusions and debates have been made.

Chapter Two: Methodological Framework

The second chapter details the variety of procedures covered in the textbook survey. It deals with information produced by the content analysis tools. The data came from middle school EFL textbooks used in Algeria. The current study' data were handled in six steps. The sample, data analysis, description of the data, analysis of the data and outcomes, and discussion are the steps in data analysis.

Sample:

Algerian education saw several modifications. Following decolonization, the authorities abandoned the French educational system in favor of a national education that would unite the populace and encourage national spirit. This reform was primarily distinguished by the promotion of locally made textbooks for widespread distribution in Algerian classrooms. The most recent educational reform occurred in 2017, when the ministry of education implemented the four textbook series. My English textbook covers all fourth grade levels. In both Arabic and English language, we read “the people’s democratic republic of Algeria” and “the ministry of national education” on the front of the textbooks. My English year two textbook is 159 pages long. Me, my friends and family. Me and my shopping. Me; and my health and Me, and my travels are divides into four sequences. It contains three term projects, numbered 1, 3, and 4. My basic irregular verb list and trilingual glossary conclude the book.

Data Collection and Analysis:

As we need to quantify qualitative data, we have used content analysis, which is according to Pathak (2013) “used to understand people’s beliefs, experiences, attitudes, behavior, and interactions it generates non- numerical data” also “the integration of qualitative research into intervention studies is a research strategy that is gaining increased attention across disciplines” (p, 01).

A content analysis approach was used to look into how the textbook represented cultural diversity. As Berelson (1952) defined; content analysis as “a research technique for the objective, systematic and quantitative description of the manifest content of communication”. (p, 18). The collected data support the aspects of cultural variety described in the book’s content. According to Krippendorff (2012) In order to offer thorough justifications and thoroughly examine the data with the largest sample size, a quantitative and qualitative content analysis was carried out.(p.). According to Nomnian (2013) and to Yuen (2011); this data was then categorized and the themes discussed in terms of cultural content according to five categories: products, perspectives, practices, persons, and places.

The data language is a four-fold checklist that stems from the previous work of Paige (1999) , Lee (2009), Raigon-Rodriguez (2018).

CULTURE CHEKLIST

The self as a cultural being.

Impact of culture on human community.
Cultural learning
Cultural stress
Inter-cultural development
Cultural learning strategies
Strategies dealing with intercultural stress
Intercultural perspective taking skill
Positive attitude toward culture learning
Fairness
Competition
Hard work
Self-improvement
Personal control over environment
Self-interest oriented
Family
Space communication
Education
Arts/ crafts/ national treasures
Races/ geography/ historical sites

Dress/ style/ food/ housing
Holidays
Sports/ leisure/ music/ recreation
Festivals/ party/ ceremonies/ celebrations
Government/ politics
Region/ regional varieties
Various social customers
Currency/ shopping/ market/ industry/ business

Analysis of the Algerian Middle School Second Year textbook:

General Descriptive information

Name of the textbook: “My Book of English – Middle School – Year Two”

Intended learner’s level: Second year; middle school level.

Authors:

Head of Project: Tamrabet Lounis (inspector of National Education)

Material Writer: Chenni Abdelfetah

Middle School Inspector: Biskri Nadia

Middle School Teacher Trainer: Smara Abdelhakim

Middle School Teacher Trainer: Boukri Nabila

Publisher: Casbah -Edition

Year/ Place of publication: 2017/ Algeria

Number pages: 159

“My Book of English- Year Two “ Is one of the “ second generation” manuals issued at the Middle School levels beginning with the 2016- 2017 academic year. Its goal is to provide more opportunities for students to build competences in the courses taught, in a

complementary manner across disciplines, and in a progressive manner across school levels, Second generation textbooks are intended to be a revision and update to those introduced in the scope of the 2003 Algerian education reform. The teaching rationale adheres to competency- based education ideas.

Structure and Topics

“My Book of English- Year Two” is made up of four sequences which is as (Richards, 2001) said “instructional units or blocks” (p,145), each sequence includes ten stages; the majority of them include headings that refer to the learners’ technique or performance: ‘ 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 and enjoy’, ‘ I read for pleasure’. The titles of the four sequences are thematic in nature: ‘Me, my friends and family’, ‘me and my shopping’, ‘Me and my health’, “Me and my travels’. It should be noted that it is more customary and courteous to say: ‘My travels and I’ ‘My health and I’ instead of what is suggested by authors.

In addition, assigns pupils three term projects: ‘My Table Manners’ ‘My Dietary flyer/ my healthy food’ ‘My Last Holiday Mini- Travelogue/ A Memorable Holiday Report/ Planning an Itinerary for my Next Holiday/ What to See in Algeria: A Travel Leaflet’. All these topics and titles imply that the textbook’s goal is to teach about other (world) cultures while including slight of source (mother) culture.

Analysis of Cultural Aspects:

Sequence 01:

In Sequence one 'Me, my friends and My Family' as expected, the family being described in this sequence, the Algerian family Sami and his brother they communicate by learning about and describing various bodily parts(p, 11). Additionally, the brother learned from his sibling the names of the various rooms in the house as well as the furnishings that can be found in each one (p, 18). The characters of the book the British "Liz" and the Algerian "Razane" interact one another nearly solely on the internet, exchanging information about their families and personalities. (p, 12) pupils are expected to repeat a created dialogue (p, 13), pictures of their homes, exchanging ideas and home planes (p, 19) and other reality. For Algerian pupils, it would have had cultural significance. Pupils are taught how to talk about daily and weekend activities, and how to tell the time. Information is presented in the pupils' home culture (Sami and Rachid's daily activities) using expressive pictures of daily activities (Task 11). Sami is Rachid's new classmate. On Sunday morning, during the break, they start chatting about their weekend. I listen to their conversation and fill in the missing names of their sport activities; swimming, football; biking, judo, tennis. (Task 13) Sami and Rachid are chatting together.

Rachid: Hi, Sami. How was your weekend?

Sami: Hi, Rachid. Don't ask me about my weekend. It was awful!

Rachid: why?

Sami: Well, I got swimming. I go to the swimming pool on Saturday afternoon but I spent this weekend at home, doing no interesting because there's a problem with swimming water at the pool. And how was your weekend?

Rachid: It was fine. A football match with my mates on Friday morning, as usual and judo training in the afternoon.

“ I practice” we see in the book several pictures that show the pupils different types of Man's and women's wear, sportswear, trendy haircuts or hairstyles from different places and different countries such as; high heels, slippers, cowboy boots, pyjamas and swimsuit, jersey, shell , shorts and hair in a bun, hair in plaits, hair with a side parting, marine haircut (p,27,28,29) we can see that the pupils here automatically affected by these new things, they wear things have a big different about their mother culture. “I read and do” we see blog page about Mohamed Isalm introduces himself, if the foreigners read the book it can be useful for them to know something about Algerian culture and how's the life. But, for the pupils it does not makes too much because if not all the majority they have same life; so these blogs are more used to the Algerian pupils. “I learn to integrate” a competition organized by the Algerian Ministry of National Education for middle school students about the “Best Personal Profile” and that's a huge help for students to show their abilities of learning and the

understanding of the values and manners; how to talk, introducing yourself, how to wear, how to eat, how to live a healthy and good life.(p,39. 40). Once more again, Liz is asking about the place where Razane live, so Razane decided to send an e-mail about every detailed about the house, that's culturally helps the pupils to know about the foreign houses and their furniture, like; where they rest. Do they have a garden with a pool or not, and the Algerian Razan also speaks about its culture in home; and what's the type of traditions. We can say that the Algerian houses shared with other cultures. (p,41). We see in "I play and joy" expressive pictures about different clothes from several countries asked the pupils to guess what's belongs to each country, and that's most significant culturally to the pupils (p, 43).The last is "I read for pleasure" we see blog about "the best friend" gathered all the previous lessons in one (p, 44)

Sequence 02:

This sequence is entitled “Me and My shopping”. We can say in general this sequence is; full of new vocabulary from different cultures to learn; we start with “ I listen and do” the Algerian family, get shopping to make couscous (a traditional Algerian plate) for dinner and the list is : carrots, turnip, garlic, onions, potatoes, cabbage, courgettes, chillies, chicken legs, carp slices, a leg of lamb, figs, dates, grapes, orange.....(p,46, 47,48) we can say that these names are universally known, so automatically when we hear the word onion, we know what it does mean; moving to the British family, Sandra is out shopping with her parents in one of the oldest and the largest department stores on oxford street, we listen to the jumbled conversation exchanges between Sandra, her mum and the shop assistant; about the price of the dress, the size, and colour ; as Mum said: And it isn’t long at all! It’s just perfect on you!

Sandra said: but look at the price tag, mum. This dress is too expensive; her Mum responds: try it on first, sweetheart.

Shop assistant: the fitting rooms are at the back , next to the escalator.

Mum: Thank you. Let’s go, Sandra.

Sandra: Look, mum. It fits me well (p,49)

Moving to (task 18) Sandra and her parents decided to went other shop stores on oxford street and discover the new things in the malls; Hoops; Girlie’s; Stopshop, and the map shows the directions. (p, 50) this task wants the pupil discover more about the foreign

cultures by show the multiple and famous places. The activity “ I practice” let the pupils know how to express quantity and differentiate between countable and uncountable items, how to read the grocery bill and how to count money we notice that the currency is British; 10 pence coin and a five-pound banknote (with a portrait of Queen Elizabeth 2) (p,63) in the same activity (task 17) the British neighbours Peter and Bill are exchanging dialogue about the directions of the bakery with using the street map shows the directions clearly.(p, 67) “I read and do” we see text about Stan and Lily how they spend their life’s and what kind of clothes they wear on formal occasions and normal life (casual); socks, blouse, toque... helps the pupils to read more and to refresh his memory by learning new culture; types of clothes and each occasions what it fits. (p,68). Once more again we see the British Sandra texting her Algerian friend through e-mail asking about shopping malls, supermarkets, street markets and traditional craft shops in the place where the friend live. Information about what Algerian teens wear to school, at weekends and on a special occasions (Eid, wedding, etc), also about the traditional Algerian food and all the traditions in Algeria. The Algerian friend decided to integrate and asked her questions about shopping in England and what English teenagers wear and eat. (p, 69) and that’s in “I learn to integrate” we can say the pupils exchanging cultural knowledge about shopping and clothing habits to learn more about other countries and people in this respect, realizing teenagers’ awareness so that they become selective in regard to what they should buy when shopping, also, raising awareness of the effects of globalization on Algerian teen shopping

habits (mainly food and clothes). “I think and write” the teacher asking the pupils to write report about a foreign culture where the pupils spend the summer. Talking about the local shops, markets, malls, traditional craft shops, bazaars, souks, street markets and the local products that attract the pupil attention, followed by street map to explain. (p, 71).

Another activity “I play and enjoy” the pupils sing a song: Let’s go shopping and puzzles about food; also learn idioms and its meaning. We can say that the pupils can learn a language of native speakers and have a confidence to show their abilities. (p, 73). Last activity in this sequence is “I read for pleasure” the text is full of advice to help the teens how to manage money in perfectly and smoothly way. (p, 74)

Sequence 03:

This sequence is entitled “Me and my health” when you read the headline, the first that comes to mind is diseases, medications, hygiene, diet, and healthy eating. This is really covered in the sequence’s introductory lesson; which is “I listen and do” English teacher helps her son to learn body parts such as: elbow, hand, arm, fingers, foot, head, throat shoulder...(p, 77) moving to (task 9) the English girl Amy 14 years old, feels a nagging pain in her belly this morning. Her mother takes her to the family doctor. Amy and the doctor exchanging the dialogue about the problem that she has:

Doctor: Hello, Amy you are very pale how do you feel?

Amy: Not very well, I’ve got terrible ache in my belly. I also threw up my dinner last night and I have the diarrhea

Doctor: You mean “diarrhea” let me see you. Oh, you have a high temperature! What did you eat for dinner?

Amy: Hmm... I ate out at a fast food restaurant with some friends of me. I had a large pizza with extra cheese, a large bag of chips, a large coke and some ice cream for dessert.

Doctor: Oh! No wonder then you threw up your dinner last night and you have a stomach ache pain this morning! (p, 87). Unhealthy food is seen as being horrible for the human body, and so the pupil begins to investigate, spreading awareness of illnesses and medications, and asking about healthy food and a healthy diet. Moving to (Task 11)

Amy: I still feel nauseous, like wanting to throw again.

Doctor: Listen, Amy. I'm going to give you some medications to ease the pain in your o and stop diarrhea and vomiting but you must consult a dietitian, a specialist who'll give you some good diet about what you should or should not eat. You're overweight 70 kilos!

Amy: Thank you, doctor.

Doctor: Here's your prescription. The chemist will explain how you should take the medicines prescribed to you. Follow his instructions and take care of your health God bye,

Amy. (p, 79)

The doctor gives advice to Amy to take care of her health and obtain the ideal weight, and search for the appropriate doctor. Here, the pupils become aware that excessive eating, especially overeating, may lead to bad consequences. We can say that there is a strong relationship exists between culture and health because of an individual's values, beliefs, and treatment methods and procedures.

In the activity "I practice" they talked about body and health such as; he has a sore throat, he has a bad cough, she's sneezing, he has asthma, he has conjunctivitis, he cut his finger.

It is bleeding, he suffers from sunstroke....(p, 88). Another activity (task 3) we see

expressive pictures about health problem and treatment for example: the illness is bed

cough its treatment; cough syrup. Also, the suffering from severe sunburn; the treatment is

sunburn cream. Here the pupil learns his bearings and his future location. He feels that he

wants to be a great doctor because of this medical culture, and it is a wonderful work because he learns new things every day and encounters fresh life in it. Through discussions about nutrition and health, physical activity, and care for stings and bites. (p, 91,93, 96).

Moving to “I read and do”: Amy and Nadia met on the internet. They are friends now. Nadia has the same health problem as Amy: she is overweight but she is afraid to consult a doctor. So, Amy send an e-mail to Nadia gives her a daily diet plan, and advice that Dr Sandgate gives her, such as; eating vegetables: carrots, peas, green beans, cabbage. Fruits: apple, orange or strawberry, and the gym almost every day. The pupils know what is correct and bad for the health of body. (p, 98,99). “I learn to integrate” Nacer the Tunisian friend, has the same problem of overweight, he demands diet of Algerian dietitian and that’s lead the pupil sharing valuable medical advice and recommendations between teenagers in regard to health., valuing healthy food (mainly fruit and vegetables), valuing physical exercise and sports. Also, raising teenagers’ awareness in regard to health problems caused by overweight and obesity. (p, 100, 101). Another activity “I think and write” (p, 102) and “I read for pleasure” (p, 105) both of them have compiled all of the previously learned lessons into one poster, including tips on eating well, staying active, and staying healthy. “I play and enjoy” we see proverbs about health; an apple a day keeps the doctor away. And the healthy habits song for kids and expressive picture about word search, those activities make the pupils love their lessons and enjoy it. (p, 104).

Sequence 04 :

The title of this sequence “Me and My Travels” seems promising, for it reflects variety and multiculturalism. The sequence opens with map icon in “I listen and do” we see an exchanging dialogue between Mounir and Keltoum about historic site or monuments, hotels, restaurants, camping site. Also, different activities such as; fishing, skiing, hiking or trekking are available in Algiers/ Tizi-Ouzou. (p,107- 109) the maps and the expressive pictures about the nature and the tradition of Algeria lead the pupils search more about their mother culture. For example; some students they are not culturally enough to know that Casbah is UNESCO World heritage. (p, 111). Moving to “I practice” we see a multiple activities helps the teenagers to know about; traditional Algerian Crafts: traditional pottery museum, traditional brass and copperware museum. Also, traditional Algerian Jewellery, and Algerian scenery and weather: cloudy, snowy, sunny, stormy, windy, rainy. Also, types of trees growing in Algeria: olive tree, cedar, oak tree, date palm... (128-129-130-131). The activity “ I read and do” a group of English middle students decided to visit the Algerian South in winter holidays they speak about their itinerary from London to Tassili n’ajjer, how they spent the day in the airport from London, The capital of Ziberia, Biskra has a lengthy history influenced by berbers, romans, arabs, turks, and French. How far is it from Algeria to Biskra? The old souk’s spice shop is another popular attraction. They traveled to Ghardaia and El-oued the following day. This article introduced the globe to Algerian culture and promoted travels there. (p, 132- 133- 134-135). “ I learn to integrate” the

Australian friend, Andrew Williams decides to visit my Algerian country and I'll be his guide for a three-day tour to show him the most interesting places in the region (museums, parks, forests, mountains, old medinas, souks) lead the pupils understanding that Algerian culture and history are also parts of this universal human heritage. Also, valuing the past: traditional and even prehistoric culture, valuing traveling as a source for knowledge and learning, and not only as leisure.(p, 138). The student chose to write a report about tourist attractions, museum, activities, daily life, transportation, history, whether the weather was different, and the type of food they ate while on vacation there. (p, 140). "I play and enjoy" we see a multiple funny tasks helps the pupils to love and to discover more about travels, different traditions in different cultures; United kingdom, Great Britain, United states of America, World Health Organization. (p, 142). The last activity "I read for pleasure" we see texts about "world heritage site" and "Chinese" Tulou" traditional communal house". Also, "Tin Hinan, A tuareg Queen". "Tassili Rock Art, paintings and Engravings". (p, 143-144). The last page; we see expressive pictures about different famous places in different countries. (p, 145)

Findings:

The second- year textbook covers six cultural product themes, including food and drinks, signs and symbols, lodgings, clothing, sport, and cultural legacy; each will be discussed.

1. Products

a. Food and drinks: are well- represented in the textbook’s pictures. These are split into two categories.

a. General food and drinks such as sandwich, ice cream, soup, tuna salad, pasta, hamburger, fries, grilled, fruit salad, coffee, yogurts, apple juice, crisps, biscuits.

b. Food and drinks of particular culture such as “Algeria”, which is a general culture that includes the Arab Maghreb; known as weekly Friday Couscous.

B. Signs and Symbols: are represented extensively in terms of pictures and illustrations. They are widely demonstrated including environmental, traffic signs, national symbols such as flags and coins of particular country. The flags represents: The USA, The UK, Russia, China, and Algeria. The coins are of various denominations of ‘pence’ in British currency.

c. Accommodations: represented in the selected textbook show residences, including a house in (Algiers) Algeria (Razane's house). Another house in Britain (Liz's House). We see also the word; flat, villa, old traditional house mentioned in the textbook.

d. clothes: are worn for different purposes. The selected textbook portray a different types of clothes from a multiple countries such as; hijab (Muslim). Sari (India). Kimono (Japan). Caftan (Morocco). Burnous (Algeria).

There is a cross- cultural comparison of clothing terms between British and American English such as jumper (UK)- sweater (USA)...

e. sport: includes international sports such as football, volleyball, biking, tennis, swimming, judo, bowling, ice skating, horse riding, karate; boxing; motor cycling; jogging; skate board, weight lifting.

f. Architecture: represented in this textbook "Japanese pagoda, Tokyo" A pagoda is an Asian religious temple. Also, "Sidi Boumediene mosque, Tlemcen" Algeria. Typical Maghrebin minart; (14th century). This is under the theme of religion and mythology.

To sum up, the "cultural product" portrayed in these chosen textbooks is related to subjects like food and drink, signs and symbols, lodgings, sports, and architecture, which mostly allude to aspects of Western-based cultures that Algerian students would find helpfully

acquainted. These subjects and examples aid in visualizing these cultural products for students.

2. Practices: According to Nomnian (2021). The term “Practices” refers to cultural elements in the form of rituals, celebrations, traditions, activities and cultural practices. (p, 109).

a. Greetings: are presented in only native-English-speaking countries such as; America, Britain: Hi, Hello, Good evening, Good morning.

b. Traditions: are represented as: traditional Algerian Crafts; traditional Rug and leather crafts museum, traditional woodwork museum, traditional jewellery museum, traditional pottery museum, traditional brass and copperware museum, traditional wickerwork museum. Also, traditional Algerian jewellery; bangle, anklets, pendant, fibula, earrings, rings, necklace.

c. Rules and social manners: According to Nomnian (2021) “are behavioral patterns that comply with this public agreement” (p, 114). The short reading passage wants the pupils to discover the manners worldwide (a multicultural project).

d. Social movements: are portrayed in terms of environmental problems and efforts to protect animals, along with useful advice for pupils to protect the environment in their own context. Concerns for the environment, domestic and wild animal conversation,

Finally, practices included in this ELT textbook include greetings, customs, social norms, and social movements. Middle school students might benefit from learning and applying these concepts in their daily lives.

3.Places: The term “places” refers to popular and famous landmarks often considered as the national treasures of a particular country such as; Tulou, China. Troglodyte village in Goreme, Turkey. Buckingham palace, London.

There are further texts about locations that are divided into two categories: man-made attractions and natural wonders. Each nation has designated several natural wonders as must-visit tourism destinations, including the Djurdjra national park and the Tassili n’Ajjjer in Biskra. Tahat Mountains, the tallest mountains in Algeria, and Tassili Rock Forest are also nearby. The red mud-brick homes in Tamanrasset and Taghourfit ksar, Djinet. Buckingham palace in London and traditional village homes in Indonesia. Ice is used to construct Inuit (Eskimo) igloos in the Arctic. Troglodyte homes in Matmata, Tunisia are examples of man-made tourist attractions.

In conclusion, the majority of the locations described in this textbook are tourist destinations inside Algeria. They might be interesting to students. Since they are close by, they might find out and learn more about them. However, people may learn about the nearby locations, but they never get the chance to visit them.

4. Persons: According to Nomnian (2021) the term “persons” refers to notable individuals who are highly regarded by people in a certain country for their contribution in society. (p, 114). In this textbook we see only one picture of Entrance to Queen TinHinan’s funeral chamber (tomb) in Abalessa, west of Tamarrasset.

To sum up, the pupils ‘lack of exposure to famous people’s cultures results in their lack of historical knowledge. Since history is necessary for the present.

5. Perspectives: According to Nominian (2021) the term “perspectives” refers to the way certain groups of people view the world, which may differ from those of other cultures.(p, 115). By cultivating values in preserving the environment, direct promotion of tourism and animal conservation.

Discussion:

The results of this study show that this ELT textbook communicates a variety of cultural features, including goods, customs, locations, people, and viewpoints. The absence of written texts in these visuals, however, may make it difficult for middle school pupils to understand what is being depicted. The results also imply that these cultural elements are appropriate and balanced to be used in this multicultural school, particularly for second-year pupils. There are other factors, such as the distribution of cultural representations and the acknowledgment of learners' socio cultural backgrounds. And these are discussed below.

According to Lee (2009) “cultural aspects including products, places, and persons are examples of tangible cultures that refer to the apparent and explicit cultures that students can perceive and recognize easily. (p,92). Moran (2001) suggests that persons, as a cultural aspect, should be considered as a key factor to develop young learners' language learning because they are notable model who could serve as representatives of a specific culture.(p, 808). As in the studies of (Anita, 2019; Kim & Paek, 2015; Srithi, 2014) said that “these cultures are commonly represented and included in EFL textbooks in various contexts”. Also (Lee, 2009; Nomnian et al, 2020; Phumpho & Nomnian, 2019; Nomnian, 2020). Practices and perspectives, on the other hand, fall into intangible cultural categories such as ways of life, customs, and traditions, which are vital in language learning as they also determine the standards of appropriateness and use of polite. (p, 744).

Conclusion:

The Chapter detailed the various procedures for classifying, analyzing, and interpreting the information gathered from the content analysis survey. It aimed to determine whether different types of culture are included in the second- level EFL textbook currently in use.

General Conclusion

After conducting this study, it is feasible to conclude that “My Book of English- Year Two” focuses mostly on the students’ native culture of Algeria. The textbook includes common terms, settings, and issues for Algerian pupils in order to increase self-awareness and develop cultural identification. While required, the “knowing oneself” component is insufficient to fully build intercultural knowledge and understanding.

When information about different cultures is offered in the manual, it does snippets do in a way that allows for comparison. There are suggested exercises to motivate pupils to analyze, contrast, and to consider this cultural material.

This textbook depicts interactions between natives and foreigners as well as the discussion of social, historical, and everyday contrasts and similarities. The learner may benefit from this in terms of awareness, education, tolerance, and a passion of learning about other cultures.

المخلص:

تعلم اللغة الأجنبية يتطلب أكثر من تعلم الكلمات، الأهم هو معرفة المعتقدات الأجنبية، طرق الحياة، القيم و المعايير، التاريخ والحياة الاجتماعية، و بالتالي من المهم أن نتذكر أنه لا توجد لغة بدون ثقافة و لا توجد ثقافة بدون لغة. الهدف من هذه الدراسة هي استكشاف وتقييم محتوى الكتاب الإنجليزي الجزائري للمستوى الثاني المتوسط.

هذا العمل هو محاولة لتحليل كتاب "كتابي للإنجليزية" أحد كتب دورات الجيل الثاني، الذي تم تقديمه في سنة 2017

للمستوى المتوسط، لمعرفة إلى أي مدى يشتمل على المكونات الضرورية للتدريس/ التعلم بين الثقافات.

كشف التحليل أن الكتاب المدرسي أظهر ثقافة الآخرين من خلال طعامهم وأماكنهم الشهيرة وملابسهم. وهذا يحفز

التلميذ للمقارنة بين ثقافته الأصلية و الأجنبية,

Work cited:

- Anita, A. N. (2019). *Cultural Representation in language textbooks: An Analysis*. *Language in India*, 19 (3), 4- 19.
- Antonio, R. R., (2018). Analyzing Cultural Aspects in EFL textbooks: A skill- based analysis. *Journal of English studies*. 16 (2018). 281-300.
- Bada, E. (2000). Culture in EFL. *Journal of Cukurova University social institute*, 6, 100- 110.
- Baker, W. (2003). Should Culture can be an overt component of EFL instruction outside of English speaking countries? The Thai context. *Asian EFL Journal*, 5 (4), 1-24.
- Bayram, M. (1989). *Cultural studies in foreign language education*. Multilingual Matters, LTD.
- Berelson, B. (1952). *Content Analysis in communication research*. New York: Hofner.
- Boukendakdji, I., & Abdul Samat, N. (2022). The Evaluation of culture in EFL textbook for middle school in Algeria. *International Journal of Academic Research in progressive education and development*. 11 (2), 1057- 1070.
- Brown, H. (2000). *Principles of language learning and teaching*. N. Y.: Long man.
- Brown, H. D. (1994). *Principles of language learning and teaching (3rd ed)*. Englewood cliffs, NJ: Prentice Hall Regents.

Dehda, N., & Nacira, H. (2020). Evaluating the Cultural content of Algerian EFL textbooks for middle school pupils. *Journal of Arabic language Sciences and literature*, 12 (02), 2051-2065.

Hamidi, B., & Bouhass, F. B. (2018). The Authenticity of the Algerian English textbooks : The Case of third year high school textbook “New prospects”. *Arab world English Journal*, 9 (3), 406- 417.

Han, H., (2010). *An investigation of teachers’ perception of Culture Teaching in secondaryschools in Xinjiang, China*. Durham University.

Kim, S., & Peak, D. (2015). *An Analysis of culture- related content in English textbooks*. Linguistic Research , 32. 83-104.

Kramersch, C. (1993). *Context and Culture in language learning*. Oxford: oxford university press.

Krippendorff, K. (2004). *Content Analysis; An Introduction to its Methodology*, 2nd edition. Thousand Oaks, A: sage.

Kulthida, S. & Nomnian, S. (2021). *Cultural Representations in ELT textbooks used inMulticultural school*. Research Institute for languages and cultures of Asia, Mahidal University, Thailand, 28(1), 107-120.

Lee, K. Y. (2009). *Treating Culture: What 11 high school EFL conversation textbooks in South Korea. English Teaching: practice and critique*, V8.

Merrouche, S. (2006). *The Place of culture in the Teaching of English in the Algerian Middle and Secondary school*. University of Constantine.

Moran, P. R. (2001). *Teaching Culture: Perspectives in practices in practice*. Canada: Heinle & Heinle.

Mouloud, A. A. (2016). *Evaluation of culture- based contents of Algerian English foreign language classroom in relation to teachers, learners and textbooks: the case of Setif secondary schools*. (Doctoral dissertation, University of Mohamed Lamine Debaghine Setif 2).

Nomnian, S. (2013). Thai cultural aspects in English language textbooks in a Thai secondary school. *Viridian E-Journal*, 6(7), 13-30.

Paige, R. M., Jorstad, H., Panilson, L., Klein, F. and D. Corby. (1999). *Culture learning in language education: A review of the literature. Culture as the core: integrating culture into the language curriculum (CARLA working paper series 15)*. Eds, R. Michael Paige, D. Lange and Y. Yershova. Minneapolis: The center for advanced Research on Language Acquisition, University of Minnesota. 1- 73.

Pathak, V. (2013). *Qualitative Research*. *Perspectives in Clinical Research*, 4 (3). 01.

- Peterson, B. (2004). *Cultural intelligence. A Guide to working with people from othercultures*, Intercultural press.
- Phumpho, R., & Nomnian, S. (2019). Challenges of Thai business people using English in ASEAN. *Kasetsart Journal of social sciences*, 40 (4), 743- 750.
- Purba, H. (2011). The importance of including culture in EFL teaching. *Journal of English Teaching*, 1 (1), 45-56.
- Richards, D. C. (2001). *Curriculum development in language teaching*. Cambridge University press.
- Richards, J. C. (2001). *Curriculum development in language teaching*. New York: Cambridge University Press.
- Sheldon, L. (1988). Evaluating ELT Textbooks and Materials. *ELT Journal, Oxford: oxford university press*, 42 (4), 237- 246.
- Srithi, R. (2014). *Cultural diversity in English textbooks at a Thai primary education*. Master's thesis. Research institute for language and cultures of Asia (RIZCA), Mahidal University, Thailand.
- Tambrabet, L., Abd elfatah, C., Boukri, N., Smara, A and Biskri, N. (2017). *My Book ofEnglish, Middle school Year Two*. Casbah edition.

Valdes, D. (1990). *The inevitability of teaching and learning culture in a foreign languagecourse*. In B, Horrison. Culture and language classroom. Modern English Publications and the British council.

Yeun, K. M. (2011). The representation of foreign cultures in English textbooks. *ELT Journal*, 65 (4), 458-466.

Zhan, C. (2016). *The importance of culture factor in foreign language teaching*. Theory and practice in language studies, 6 (3), 581-585.