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**An Investigation of Identity and Intercultural Awareness in
English as a Foreign Language Textbook**

The case of: The Algerian Third Year Secondary School English Textbook

*Dissertation Submitted to the Department of English in partial fulfillment of the
Requirements for the Degree of Master*

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Dedication

The journey to achieve our dreams may be long and hard but it is the thing that makes the end better. This humble work has showed me what a person's will can do especially when surrounded with caring people who had never thought of giving him up. I express my sincere gratitude to:

God to whom all praise goes

My candles, who wish never see me down, beloved mother and father

My gorgeous family, who support me always and are by my side

My lovely friends, who proved to be the best friends ever

My caring teachers, to whom I always refer back when in need

Every person passed in my life leaving a trace, either good or bad, as he/she helped me be strong

To the end I leave my sweet partner, with whom I spent the previous months, we shared our worries and laughs, we supported each other and did everything together.

SAOUDI Amina.

Dedication

This humble work is dedicated to:

- ❖ My dear father: Ahmed
- ❖ My dear mother : Aicha Hadjadj
- ❖ My dear brothers: Abdelhak, Merouane, Zaki
- ❖ All my family and friends

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Abstract

One of the most significant skills in the developing twenty first century world is Intercultural awareness. The latter is the key towards successful cross cultural communication. The aim of this research is to analyze the cultural representation in the Algerian high-school English language textbook “New Prospects” used for third year streams in order to understand the influence it has on learners’ intercultural awareness and their local identity. Moreover, this study opts for investigating the actual practices of the Algerian teachers of English as a foreign language in order to implement the textbook’s instructions and assure that learners secure their local identity. Both qualitative and quantitative methods were employed in this study. This research used the content analysis technique in order to analyze the cultural representation in “New Prospects” textbook; meanwhile, the questionnaires were administered to both Algerian teachers of English as a foreign language and learners of English as a foreign language in order to understand their perceptions and implementations of the textbook’ content. A thoughtful analysis of the research findings indicates that the textbook has a logical representation of the different cultures that keeps, in most times, balance between the source culture, target culture and international culture topics. In addition, it determines that the majority of the teachers involved in the study are aware of the cultural content of the textbook they are using and can manage to effectively adapt this content to help learners secure their local identity. The rest minority, who expressed their inability to implement this content, is in need for professional training on using effectively the textbook. The study is an attempt to develop new insights in the field of teaching English as a foreign language mainly concerning developing learners’ intercultural awareness through the effective use of the textbook, highlighting their local identity in the course of cultural exposure and helping them to value their own culture.

Key terms: Intercultural awareness, local identity, Algerian high-school English as a foreign language textbook, cultural content.

List of Abbreviations

ELT : English Language Teaching

EFL : English as a Foreign Language

C : Culture

IC : Intercultural Competence

ICT : Information and Communication Technology

LT : Language Teaching

SPSS : Statistical Package of Social Sciences

U : Unit

Q : Question

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General Introduction

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1. Background of the Study

Central to the entire discipline of language teaching is the concept of the teaching materials, in particular textbooks. This concept has recently received much of the researchers' interest as a result of its high significance in the process of English language teaching. Different criteria should appear in a good textbook concerning its content, level of the tackled topics and objectives. In parallel, there exist the concept of learners' intercultural knowledge that is not innate; however, it is an outcome of the learning processes. (Liu & Laohawiriyanon, 2011). It is very important to highlight the significance of this competence and assure its inclusion in the language teaching process, consequently, there could be established a logical link between textbooks and this competence. In this sense, Byram (1991) asserts that learning a language necessarily involves exposure to its culture, which facilitates this language use.

In English as a foreign language classes, textbooks are taking different roles and functions that are determined by both the learners' needs and learning goals. Therefore, the content of a textbook is a crucial component of the learning process; Cunningsworth (1995) argues that the cultural aspect of the language is an important aspect of the language to be discovered. Moreover, he argues that when learning a language "the whole of language in use is greater than the sum of its parts". (p, 31).

Many Algerian researchers have conducted studies in the field of pedagogy concerning the content of teaching textbooks. Researchers are interested in the cultural components of these textbooks and the ways in which these are perceived and implemented by teachers of English as a foreign language in order to develop learners' intercultural awareness. The English language textbooks used in Algerian high schools represent different cultures (local and foreign); they try to find a link between these two

cultures in a way that promotes learners' intercultural competence. (Souryana & Bouteldja, n. d). In the same respect, Aiat Aissa (2016) has arrived at the conclusion that learners are not being introduced to contents that would help their intercultural communication, as EFL teachers are more interested in developing their linguistic skills.

2. Statement of the Problem

A well-planned representation of the cultural content in the teaching textbooks helps students develop intercultural competence as well as keep their own identity. In contrast, unequal proportion of cultural content in textbooks may cause students difficulties when they tend to take part in intercultural communication. (Liu & Laohawiriyanon, 2013). Consequently, the cultural construction of the Algerian EFL textbooks is meant to serve different educational purposes. (Souryana & Boutheldja, n. d).

However, a search in the literature about the topic under study revealed that the balance considerations between the different types of cultural contents presented in “New Prospects” in relation to teachers' perceptions and representations have not been systematically investigated. It is of utmost importance to check whether the textbook shows balanced proportions of cultural contents and whether teachers are able to use these contents in developing learners' intercultural awareness and promoting their local identity. Observing a number of Algerian EFL classrooms, the researchers have noticed that some EFL teachers tend, unintentionally, to focus more on the target culture content causing students to lose their own identity. In contrast, others tend to put emphasis on the local culture causing learners to be unaware of cultural diversity.

3. The Research Aims

Due to the possibility of learners developing wrong perceptions of the intercultural aspects of the language use contexts or of learners losing their own identical characteristics

while learning a foreign language, there should be an investigation of the effects of the taught cultural content on learners developed skills. The latter may be a result of the cultural content of the used materials or the teachers' use of these textbooks.

The main aim of this research is to delve in depth of the contents of the Algerian high-school English language textbook "New Prospects" used for third year streams taking into consideration its cultural representation that is regarded as having an influence on learners' intercultural awareness and identity throughout their learning process. The second aim of this research is to investigate the ways in which Algerian teachers of English as a foreign language can use the textbook's instructions without diminishing the learners' identity representations through the unbalanced representation of the different cultures represented in the textbook.

4. The Research Questions and Hypotheses

This study is an endeavor to establish a logical relationship between the research variables introduced in the following questions that form a departure for the researching process. First, it is necessary to analyze the content of English language textbook used with third year levels in Algerian high-schools "New Prospects" in order to understand the ways in which its cultural contents are organized. The first question is as follows:

1. To what extent does the Algerian English textbook "New Prospects" keep balance between representing the local identity and teaching the target language?

Second, there is definitely a need to highlight the ways in which Algerian high-school teachers perceive and transmit the cultural information included in the EFL textbooks in a manner that helps learners develop an intercultural awareness as well as preserve their own cultural identity. The corresponding question is as follows:

2. In what ways can Algerian high-school teachers of English as a foreign language use the EFL textbook's instructions to raise the learners' intercultural awareness and secure their own identity?

➤ As an attempt to provide answers for the previous questions, this research introduces the following suggestions. In correspondence with the first question, the first hypothesis assumes that the Algerian English language textbook "New Prospects" has a balanced cultural content that is useful for teaching the target language and at the same time gives learners the opportunity to connect their knowledge with their own identity.

1. The "New Prospects" textbook is designed to teach the target language taking into consideration the local identity of learners.

As for the second hypothesis, the research suggests that the Algerian English language teachers are aware of the contents of the textbooks they are using. In addition, they can manipulate these contents in order to achieve specific learning objectives related to learners' exposure to different cultures and assurance of their local identity.

2. EFL teachers can adapt the textbook's instructions effectively to raise the learners' intercultural awareness and help them preserve their own identity.

5. Research Instruments

In an attempt to find answers to the previously stated research questions, the researchers employed two different instruments, namely a content analysis and two questionnaires. The content analysis targets the third year secondary school textbook "New Prospects". The data gathered through this tool is related to the cultural combination represented in the textbook and is used to determine which culture (source, target or international) dominates the textbook content.

The questionnaires are administered to two different samples, Algerian EFL teachers (from different wilayas) and third year students from different streams and various secondary schools in Algeria. The first questionnaire seeks to clarify EFL teachers' realizations of the textbook instructions in order to achieve the intercultural competence, whereas, the second questionnaire seeks to highlight learners' perception of the cultural content of the textbook.

6. Definition of Concept Terms

Identity: it is a concept related to individuals and societies that appear in different occasions. Brickhouse (2000) defines identity as “individual agency as well as societal structures that constrain individual possibilities”. (p. 286). In relation to the research's interests, Varelas (2012) argues that identities are certainly an outcome of the processes of learning and education.

Intercultural awareness: it is a part of a language learner's language competence. Byram and Morgan (1994) argue that intercultural competence is a product of exposure to foreign cultures.

Textbooks: English language teaching involves different teaching materials including textbooks. The latter are described as a network, each part of which includes additional resources of information that provide more clarification. (Maxom, 2009). Cunningsworth (1995) relates the textbooks to English as a foreign language learners claiming that textbooks are “... a resource in achieving aims and objectives that have already been set in terms of learners' needs.” (p.7).

7. The Significance of the Study

The findings of this study would provide significant insights to the field of English language teaching in Algerian high schools. On the one hand, it is an attempt to give some useful instructions to ELT material designers that would make their designs more valuable and satisfactory to the demands of the field of language teaching as well as the needs of language learners. On the other hand, this study attempts to guide teachers' practices when using the teaching materials in order to best achieve the various educational objectives and develop learners' different language competences starting with the intercultural competence.

8. The Structure of the Dissertation

This paper is structured into three main themed chapters in addition to the general introduction and general conclusion. The first chapter provides the theoretical background of the study including the most relevant published literature, and contains two sections responding to the research variables. The first section develops an understanding of the term *identity* by providing a definition, components, as well as styles of identity and a classification of aspects affecting it. The second section introduces the concept of *intercultural awareness*; it gives a working definition to the concept, its categories, the role of culture and, finally, stops at the most important element that is intercultural competence. The second section targets the concept of EFL textbooks in terms of their appropriateness as teaching materials and their introduction of the cultural element of English language teaching.

The second chapter is devoted to the research methodology and design; it describes the research method, data collection instruments, population and sampling procedures, and data analysis procedures. The third chapter provides a detailed analysis and interpretations

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of the collected data in order to generate significant conclusions that serve the research aims. Moreover, it illustrates the researchers' perceptions of the study in terms of the limitations they encountered when conducting the study, the possible pedagogical implications, and some recommendations for further researches. The general conclusion of this research is an overview of the research departure and outcomes.

Chapter One

Review of Literature

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Introduction

This chapter sets out to provide an overview of the current research variables. Therefore, it focuses on digging out all the relevant literature to come out with the most significant ideas related to the subject under study. Firstly, it highlights the issue of identity in relation to learning a foreign language. Secondly, it brings forth important considerations on the issue of intercultural awareness in EFL teaching. Thirdly, it looks into the matter of ELT textbooks from the lens of cultural appropriateness. The aim of this chapter is to guide the researchers through the journey of finding a gap in the existing literature. Besides, it identifies the area within which the research work will be developed.

The chapter includes two sections; the first deals with *identity* and *intercultural awareness* and the second deals with *EFL textbooks*. The first section introduces the two concepts of identity and culture in addition to highlighting some significant items to the concepts. The second section, however, focuses on the presentation of EFL textbook in general. Then, it passes to spotting Algerian EFL textbooks and stating its characteristics and contents.

Section One: Cultural Identity and Intercultural Awareness

1.1. Identity

In correspondence to the research aims, it is important to present a brief summery about the main points related the term *identity* in order to point out the guidelines of the research. Thus, this part is a selected set of titles that concludes the main data about the concept.

1.1.1. Definition of Identity

Identity as a term is widely used throughout the social sciences to refer to “people’s concepts of who they are, of what sort of people they are, and how they relate to others” (Hogg and Abrams, 1988, p.2). Similarly, Cheek (1989) explains the way in which identity stands as a representative for each individual, he asserts that identity is “the construct that defines who or what a particular person is”. Identity is sometimes referred to with a focus on the personal identity of an individual, and their sense of personal individuality. However, the term is also used to refer to how our perception of who we are is related to our membership in other classes in society (As cited in Hopkins & Reicher, 2011). The variety of definitions assembled to the concept of identity is a result of defining it according to three different disciplines including psychology, sociology, and social anthropology (As cited in Benoist, n.d).

In psychology, identity is considered as a psychosocial term that includes understanding who we are, who we are not, and what other people think we are (As cited in Dambuzdo, 2015). Erikson (1970) presented identity as being psychosocial since it is affected by personal and social factors that play an important role in memory. Accordingly, Erikson (1970) clarifies the concept of identity by stating that identity is “A subjective sense as well as an observable quality of personal sameness and continuity, paired with some belief in the sameness and continuity of some shared world image.” (Phoenix, 2002, p. 11-12)

Sociology views identity as a multifaceted term that can be perceived in different ways. Identity is about people’s understanding of who they are and what makes sense to them. Such understandings are established in relation to certain attributes that take precedence over other important sources. Among the main sources of identity are gender,

nationality or ethnicity and social class (As cited in Itula, 2013). In the same line of thoughts, Woodward (1997) refers to identity as the way we position ourselves within a society as well as in the world.

In social anthropology, identity as a concept was mainly used within the context of ethnic identity. This term refers not only to the sameness of the individual's self but also to the sameness of the self with others. In other words, individuals are conscious about sharing some features including language and culture within a group. (Sokefeld, 1999). This awareness represents the group's identity. Such understandings are compatible rather than conflicting and worked together well, since the community to which an individual belonged constituted an essential part of the social context in which and through which personal identity was established. (As cited in Sokefeld, 1999).

In regard to the post-modern view, individuals' identity is no longer viewed as singular, static or fixed but as plural, multiple, and changeable entity. (Dumitrescu, 2001). Identity is found through rigidly or established social categories. It is identified as something that is created and reinvented continuously and endlessly (As cited in Chowdhury & Yazdan, 2004). Frosh (1999) links identity with individuals' experiences, language and culture. He gives a comprehensive view of identity by arguing that : "... a person's identity is in fact something multiple ... constructed through experience and linguistically coded." (p. 413). In other words , people's identities are constructed and expressed through language, their language use and attitudes. (As cited in Chowdhury & Yazdan, 2004). Highlighting the idea of identity change, Pelleringo states that identities are linked to interactions, social relationships and culture. In this sense, identity is regarded as being affected by different features including foreign language learning which involve exposure to different cultures. (Chowdhury & Yazdan, 2004)

1.1.2. Types of Identity

Individuals tend to have different identities, the content of the components or self-attributes that define one's identity have been investigated depending on the importance that individuals place on different aspects of identity. (As cited in Berzonsky, 2015). For instance, Cheek and his colleagues (Cheek 1989, Cheek and Briggs 1982) have identified three identity or self-definitional aspects including personal, social and collective. (As cited in Berzonsky, 2006).

1.1.2.1. Personal Identity

Personal identity as a concept refers to an individual's self-definition in terms of personal attributes and his subjective thoughts of consistency and individuality. (As cited in Cheek, M., Jonathan, Wellesley, & Linda, R.T., 2013). This term is identified by Cheek and Briggs (1982) as one's understanding of the self. Personal identity highlights certain conditions necessary and sufficient for the self to survive over time. Accordingly, personal information, personal identifiers, and physical descriptions maybe part of one's personal identity. (As cited in Li, Wang & Chen, 2011,). Personal identity thus focuses on facets of the self of an individual that represent personal uniqueness and individuality including personal values, goals, beliefs, future dreams and self-knowledge. (As cited in Berzonsky & Papini, 2015). Interestingly, individuals who possess a strong personal identity tend to focus more on individual aspects that distinguish them from others as opposed to those with a strong social identity who are more interested in the group issues. (As cited in Laar, V.C, Shana, L., & Stacey, S., 2008)

1.1.2.2. Social Identity

The concept of social identity refers to an individual's public image as defined by social roles and relationships. (As cited in Cheek et al., 2013). Social identity focuses on facets of the self-definition of individuals that includes how people view themselves and how they are perceived by others including physical appearance, impressions and reputations. (As cited in Berzonsky & Papini, 2015). Accordingly, Tajfel (1978) identifies social identity through the act of inclusion in a community and the relationships within it; he refers to it as "that part of an individual's self-concept which derives from his knowledge of his membership of a social group (or groups), together with the values and emotional significance attached to that membership" (p. 63).

Social identity is perceived as a cognitive entity. It is considered as more salient than personal identity if people see themselves more as representatives of their groups and less as unique individuals. Once social identity is more important than personal identity, people think, feel and work as members of their group. (As cited in Stekelenburg, J. V. 2013)

1.1.2.3. Collective Identity

Collective identity is concerned with "the shared definition of a group that derives from members' common interests, experiences, and solidarity" (Taylor & Whittier, 1992). It emphasizes aspects of an individual's identity that are represented in sharing with others such as religion, nationality and ethnicity. (As cited in Berzonsky & Panini, 2005). The concept of identity is included within the normative standards of significant others and referent groups including family, community and religion. (As cited in Berzonsky, 2006).

Collective identity is a practical process that requires interaction, agreement and disagreement, tradition and creativity, contact and negotiation. (As cited in Stekelenburg, J.

V, 2013). Melucci (1989) has provided a comprehensive definition for the concept 'collective identity' when it stands for a process, he states that it is:

“an interactive, shared definition of the field of opportunities and constraints offered to collective action produced by several individuals that must be conceived as a process because it is constructed and negotiated by repeated activation of the relationships that link individuals to groups. ” (p.793).

Collective identity is, thus, based on the activation of the relationships between individuals that belong to the same group or community. This definition has clarified the concept of collective identity in respect to the research's samples.

1.1.3. Components of Identity Development

Various developmental theories highlight the importance of forming a clear identity. However, identity formation studies differ widely in their emphases and approaches. (As cited in Doeselaar, L. V, Theo, A. K., Andrik, I., Becht, Wim, H. J., & Meeus, 2018). Many research studies put their emphasis on identity content, while others focus on identity formation processes. (As cited in McLean, Syed & Shucard, 2016). Ultimately, three key components were identified including distinctiveness, coherence and continuity.

Distinctiveness lies on the fact that individuals often begin to view themselves as special and distinct from others since the first years of life. (As cited in Harter, 2012). In early age, individuals start to be aware that the self and others exist and have different physical properties. (As cited in Doeselaar et al, 2018). In adolescence, however, the distinction between self and others becomes more clear as individuals begin to identify their own attributes, properties and values. (Harter, 2012) (As cited in Doeselaar et al.,

2018). Feeling coherent across various realms of life is the second essential component of identity, as expressed in Erikson's (1968) notion about self-sameness across spaces (As cited in Doeselaar et al., 2018). Identity coherence refers to the sense of coherence between one's life experiences and the universe. (Antonovsky & Sagey, 1986). Coherence involves individuals' perceptions of themselves as similar when engaging in various identity-relevant domains including education, work, and social relationships. (As cited in Doeselaar et al., 2018).

Another important component of identity is continuity. Continuity stands for adolescents' perception of being the same person today as compared with what they have been in the past and will be in the future. (As cited in Doeselaar et al., 2018). Continuity does not automatically impede change. Individuals who go through those turning points and shifts are still able to experience self-continuity. A lack of continuity is believed to cause confusion in terms of role. (Erikson, 1950). Individuals in adolescence and young adulthood undergo numerous shifts across various aspects of life including their social life and education. Therefore, they need to build a new sense of continuity by creating deep commitments within various domains of identity. (As cited in Doeselaar et al., 2018).

1.1.4. Styles of Identity

Identity processing styles are identified as reliable stylistic variations in the way individuals process and interpret knowledge related to identity when faced with disputes and decisions about identity. (As cited in Berzonsky & Panini, 2015). Identity development is defined according to two concepts, exploration and commitment. Exploration is identified as the act of critically exploring values, beliefs, goals and experimenting different social roles, plans, and ideologies. Commitment refers to the absolute adherence

to a collection of principles, goals and values. (As cited in Soenens, B., Berzonsky, M.D., Vansteenkiste, M., Beyers, W. & Goossens, L., 2005).

1.1.4.1. Informational style

Individuals who possess an informational identity style deliberately search, process and analyze information that is self-relevant. This identity style allows individuals to be self-reflective and self-skeptical. They are open to new ideas and able to explore and revisit facets of their personality in the face of dissonant feedback. (As cited in Berzonsky, 2006). According to Berzonsky (1989, 1992, 1994), Owners of this identity style have a knowledge focus. They actively seek out and process information before making identity-relevant decisions and forming commitments. (As cited in Berzonsky, 2003). This identity style is associated with a rigidly organized, change-resistant and integrated identity structure. (As cited in Berzonsky, 2006).

1.1.4.2. Normative style

Individuals with a normative identity style more readily internalize and adhere to the standards and prescriptions of significant individuals and referent groups, such as parents and authority figures, when confronted with identity-relevant problems. Their primary concern is to defend and preserve their current identity system. They have a strong desire to retain their system. (As cited in Berzonsky, 2006). According to Berzonsky (1990), normative individuals are inaccessible to the information that could challenge their core values and beliefs. They have coherent and well-defined identity obligations that they are defensively striving to preserve. Research has shown that individuals with a normative identity style have a strong commitment and well-defined sense of educational intent.

1.1.4.3. Diffuse – avoidant style

Individuals who possess a diffuse- avoidant style tend to avoid personal disputes and identity- related issues. According to Berzonsky (1990), adolescents with a diffuse-avoidant style procrastinate and postpone making decisions before social demands dictate intervention. Such individuals adjust their attitudes and beliefs constantly to current social demands and implications without making long- term revisions in their identity structure. (As cited in Soenens et al., 2005).

1. 1. 5. Factors Affecting Identity Development

During the identity development process, some variables play a vital role in establishing a person's real and perceived identity including age, gender, physical health and appearance, intelligence and social skills. (As cited in Tsang. S. K. M., Eadaoin, K. P. H., & Bella,C. M.L., 2011). Regarding age as a factor, research has shown that older mature teenagers tend to show decrease in reconsiderations, improve in discovery and progressively secure personality dimension profiles. (As cited in Klimstra, T., Hale, W.W., Branje, S., Meeus, W.H.J. & Raaijmakers, Q.A.W, 2010). Concerning gender, research studies have shown that girls are usually more advanced in early adolescence than boys in terms of identity development while boys recover in late adolescence. (As cited in Tsang et al., 2011).

Moreover, it has been reported that healthy, well looking, clever and sociable kids tend to involve support to succeed in actual achievement, self-esteem and even social attractiveness. (As cited in Tsang et al., 2011). Educational setting has also been classified as a factor influencing identity development. Thus, research studies indicate that the percentage of college students' identity development has been found to increase from about 20% in first year to between 30% and 40% in the last year. Identity development is

affected by family as well. Research into identity development has found that teenagers who are provided with more psychological autonomy but who are guided by parents tend to achieve the best outcomes in many aspects including identity development. (As cited in Cote, 2009).

1.2. Intercultural Awareness

The present study is interested in presenting the intercultural awareness development through EFL teaching. However, it is not accurate to speak about this issue without highlighting some significant related concepts.

1.2.1. Definition of Culture

The term culture has a variety of definitions that correspond to the various fields in which it is used. Hofstede (1994) defines culture as the collective mental processing systems that can differentiate between members of different social categories. (As cited in Lazar , Huber-Kriegler, Lussier, Matei & Peck, 2007). These systems define the way in which people within a particular social group behave and recognize each other. (Goodenough, 1964, as cited in Byram & Morgan, 1994). Brislin (1990) asserts that culture consists of: “widely shared ideas, values, formation and uses of categories, assumptions about life, and goal directed activities that become unconsciously or subconsciously accepted as ‘ right’ or ‘ correct’ by people.”(p. 11).

A search in the literature related to the concept of culture reveals that scholars have proposed a variety of definitions. Culture is seen as a multidimensional concept that evolves around three axes: time, place, and imagination. (Kramsch, 1996). The possibility of finding multiple definitions and interpretations to culture may be associated to the fact that people who are affected by this phenomenon are aware only of parts of it, Hall explains this complexity in terms of: “culture hides much more than it reveals, and

strangely enough, what it hides, it hides most effectively from its own participants.” (1959, p. 8). Moreover, it is believed that culture involves two sides of the human life that are coined as “Big ‘C’” and “little ‘c’”. The first is the constant part of culture that is concerned with the achievements that one society has, whereas, the second is concerned with the evolving part of culture that is present in beliefs and lifestyles. (Sarosdy, Benezé, Poor & Vanday, 2006).

Hummerly (2001), on his side, has explained the term culture as a whole that includes sub categories. He argues that individuals’ knowledge about their society, their daily life actions, and their artistic heritage, in every discourse community, are considered as parts of their culture. (As cited in Sarsody et al., 2006). These shared elements that are distinctive from one society to another can be transmitted, taught, and perceived. (Partiwi, 2017, p. 9). In a more general statement, Hall (1997) concludes that culture is “whatever distinctive about the way of life of people, community, nation, or social group.” (p.2).

1.2. 1.1. Themes of Culture

The concept of culture is usually represented as a set of characteristics related to a specific discourse community. Kramsch has provided a hierarchal division of the concept in which culture is organized around two dimensions: the humanistic and the social components. Culture, from the humanistic view, is coined Big “C” culture and associated with the overall perception of a particular society’s historical package. This part of culture is the one that is involved in the teaching of the national language of societies. However, when culture is described from a more social communicative perspective, it is associated with people’s daily life practices. Coined little ‘c’, this side of culture is described as controlling the national identical characteristics of a society with no reference to its history. (2013).

Accordingly, Lee (2009) believes that Big ‘C’ culture includes “... facts and statistics relating to the arts, history, geography, business, education, festivals and customs” shared by the members of a community. Whereas, little ‘c’ culture is “the invisible and deeper sense of a target culture”. (p. 78). In the same line of thought, Peterson (2004) asserts that little ‘c’ culture covers minor less significant themes, while Big ‘C’ culture goes for the big crucial themes .(As cited in Liu & Laohawiriyanon, 2013).

1.2.2. Culture and Language Teaching

Language teaching is a process that is organized around a set of objectives and theories. Brown (2000) asserts, “Many variables are involved in the acquisition process.” (p. 1). He believes that language learning is an effective process that changes some aspects of the learner’s language, culture, and even emotions. (Ibid). One of the objectives of the language teaching process is the comprehension of the target language messages that are difficult to understand unless the learner has a good cultural and linguistic knowledge. (Seelye, 1974).

The inclusion of culture as an objective in the language teaching curricular is a necessity since language is regarded as means of transmitting the cultural information. (Kramsch, 1993). Seliger (1988) explains the relationship between language and the culture of the society speaking that language as follows:

Since language is used in social exchanges, the feelings, attitudes, and motivations of learners in relation to the target language itself, to the speakers of the language, and to the culture will affect how learners respond to the input to which they are exposed. In other words, these affective variables will determine the rate and degree of second language learning. (p. 30).

The interrelation between the two concepts (language and culture) eliminates the possibility of separating them during the teaching learning processes and creates the significance of both. (Brown, 2000). Moreover, it is highly believed that language is the tool of multicultural teaching. (Sarosdy et al., 2006). Byram and Morgan assure that culture is one of the element of language teaching curricular but it is presented in different manners. (1994).

1.2.3. Intercultural Competence

The term intercultural competence can be introduced as an element of multicultural communication. It is a fact that members of the same culture have a set of shared ways of language perception in different contexts; these perceptions decide to an extent about their language. (Sobkowiak, 2015). Byram (1997) believes that intercultural competence is a coexisting term with the communicative competence. Thus, the resulting concept is intercultural communicative competence, which involves the linguistic, sociolinguistic, discourse, and intercultural competences. (As cited in Pasand & Ghasemi, 2018). Komorowska states that intercultural awareness covers not only knowledge about different cultures but also an internalization of the relationship between different societies. (2006).

Intercultural competence (IC) is one of the significant learning objectives of the language teaching process. Kramersch (1993) claims that language learners seek to develop an understanding of culture in general, their own as well as others, which help them examine the relationship between these cultures, which is recognized as intercultural competence. (As cited in Partiwi, 2017). This competence is not developed easily through exposure to a variety of cultures. (Sobkowiak, 2015). However, komorowska (2006) argues, “Intercultural competence does not seem to be acquired in any predictable,

universal order, but rather accumulated as through the individual learner's or group's direct or indirect contact with a culture."(p. 71).

Moreover, it is widely believed that the very basic element of a communicative action is the interlocutors' intercultural awareness. It is a quality of the interlocutors according to which they are expected to attain an accurate understanding of different cultures. The lack of such a competence would reduce the effectiveness of communication as a result of possible misperceptions of both linguistic and non-linguistic segments of interaction. (Zhu, 2011). Meyer (1991) asserts that the development of such a competence occurs through different stages from the very first contact with a particular culture to the coherent functioning in a multicultural context. (As cited in Byram & Morgan, 1994).

Section Two: EFL Textbooks

1.3. EFL Teaching Materials

Arriving at the learning objectives set by the teacher by the end of an EFL class is one result of the good preparation of the teaching materials and setting. Besides, it helps the teacher and learners accomplish their tasks successfully. At this level, the teaching materials should be selected for their utility not availability. (Nicholls, n.d). Moreover, teaching materials should be suitable for the learners in terms of the learning experiences they provide and the teaching tasks they involve. (Smith & Laslett, 1993). That is, materials correspond appropriately to teachers' and learners' capacities and wants besides matching with the teaching environment. (Radic- Bojanic & Topalov, 2016).

The term 'teaching materials' is a significant item in any teaching/ learning process and have a special status in foreign language teaching. They include everything that the teacher uses in his class in order to target the five senses. (Akintunde & Danlami, 2018). Tomlinson (2001) asserts that any object that can be used as a facilitator in the learning

process is considered as a material. (As cited in Tomlinson, 2013, p. 2). In addition, Tomlinson (2013) argues that materials are used in an attempt to "... inform learners about the language, they can provide experience of the language in use, they can stimulate language use or they can help learners to make discoveries about the language for themselves." (p. 2).

1. 3.1. Kinds of Teaching Materials

The introduction of a particular teaching material into a language class is related definitely to the outcomes it may generate. Different objects can serve a language teacher in delivering his lessons, Kyriacou (2007) mentions the following: "Worksheets, overhead transparencies, task cards and ICT software's packages ..." (p. 30- 31). Furthermore, Akintunde and Danlami assert that materials cover all kinds of instruments that may help the learners achieve the learning objectives by the end of a teaching unit such as "texts, videos, software..." (2018, p. 23). Teaching materials can be classified in a different manner as Tomlinson (2001) states "They can be linguistic, visual, auditory or kinaesthetic."(As cited in Tomlinson, 2013, p. 2).

The variety of available teaching materials adds to the job of a teacher another task that is material selection; Cunningsworth highlights the relation between the teaching materials employed by a teacher on one hand and the way he teaches on the other hand. (1995). According to Azikiwe (2007), these segments of the teaching process function affectively only if they cover the following criteria: "relevance, usability, acceptability, suitability, availability, practicability."(As cited in Akintunde & Danlami, 2018, p. 25- 26).

1.3.2. EFL Textbooks

According to Oxford Advanced Learners' Dictionary, a textbook refers to the reference used in teaching a particular subject and meant to be used in the formal

pedagogical institutions. (2000). Sheldon emphasizes, on his part, the status of a textbook in LT stating that it is “the visible heart of any ELT program.”(1988, p. 237). Moreover, Partiwi (2017) defines a textbook as “... a source and guide for teachers and students to support them in teaching and learning processes.”(p. 17).

Using a textbook is a necessity for every language teacher, but it is a very critical task to select and employ such an instrument effectively. Selecting a textbook is the process of contextualizing the content being taught; a textbook is proved to be successful only when it is in use. (Cunningsworth, 1995). Another challenge of using textbooks is that these sources are meant for a particular level; therefore, the teacher should be able to adapt the content of these books to meet with his students’ levels. (Maxon, 2009).

1.3.3. The Role of EFL Textbooks

The textbook is situated in the center of the LT process since it decides and manipulates both the teaching theories and practices. (Radic- Bojanic & Topalov, 2016). Textbooks may be regarded as usual instruments in the hands of any teacher, however, they stands for the essential qualities and objectives of the teaching/ learning process. (Hutchinson, 1987, cited in Lawrence, 2011). Cunningsworth (1995, p. 139) summarizes the roles of a textbook in a LT classroom into the following:

It provides the ground upon which learners base their learning and seek their objectives.

It promotes the aims of the teaching/ learning process but does not dictate them or turn to be the aim itself.

It provides teachers and learners with necessary data but does not manage their practices.

It can help increasing creativity within the classroom and stand as an ‘ideas bank’.

1.3.4. The Cultural content of EFL Textbooks

EFL textbooks vary in their cultural content and treatment. (As cited in Siddiqie.S.A, 2011, p.112). Although EFL textbooks are normally expected to include elements of the target culture, research has shown that the target culture is not always represented. (As cited in Aliakbari.M, 2004, p.3). Research indicates also that the cultural representation in textbooks seems rather complicated. (As cited in Aliakbari.M, 2004,p.3). Accordingly, some textbooks include the local cultural content placing the value on using English internationally, while other textbooks provide the target culture or the English cultural content. (As cited in Siddiqie.S.S, 2011, p.112). Moreover, another type of textbooks tends to combine the learners' own culture with that of the international culture. (As cited in Siddiqie.S.A, 2011, p.114). The aforementioned types of EFL textbooks' cultural content are explained with more details in the following sections.

1.3.4.1. Local Culture

EFL textbooks that include the local content or the source culture rather than the target culture are often those that are created at a national level for specific countries. EFL textbooks that are based on the source culture tend to help students understand their own culture. (Cortazzi & Jin, 1999). Such textbooks include images, topics that are familiar to the students but present in the target language. Examples of these textbooks include *Ellibro de ingles* in Venezuela, *spot light on English*, an EFL textbook for Turkey, and *English for Saudi Arabia*. (As cited in Siddiqie.S.A, 2011, p.112)

1.3.4.2. Target Culture

A significant number of EFL textbooks are based on the target culture, which is the culture of English speaking countries.(As cited in Siddiqie.S.A, 2011, p.113). Such textbooks that are targeted for global marketing aim to teach English culture and values

through using English teaching materials including English names. (As cited in Siddiqie.S.A, 2011, p.113). Examples of these textbooks include ‘ success – communicating in English’, which presents the cultural diversity of the American society, and the New Headway Series which is published by the Oxford University Press. (As cited in Siddiqies.S.A, 2011, p.113)

1.3.4.3. A Blend of Local and International Culture

This category of textbooks covers a wide range of cultures of English-speaking countries and other countries where English is the target language. This type of cultural content in EFL textbooks includes characters from all over the world where English is used for worldwide communication. These textbooks aim to improve the learners’ intercultural skills. (As cited in Cortazzi, 2000) . Textbooks that are based on only the local culture or the target culture have received criticism. (As cited in Siddiqie.S.A, 2011, p.113). Accordingly, Bao (2018) states that “ an overdose of local-culture ingredients can easily damage learners’ curiosity and novelty (p.268). In regard to the textbooks that are based on the target culture, Altan (1995) indicates that they are mostly Anglo-centric. These textbooks do not rely on local English variations and do not really consider English as an international language. Therefore, a holistic approach is stated by Altan (1995) and Prododoumon (1992) as more appropriate in which English is regarded as a global language. Moreover, this multicultural approach aims at improving the learner’s knowledge of the world they live in through considering specific subjects that take part of today’s international culture including human rights, interactive media and business practice. (As cited in Bao, 2008, p.268)

1.3.5. Algerian EFL Textbooks

Textbooks are considered as central to language learning-teaching in countries like Algeria. (As cited in Mouloud.A.A, 2016, p.160). In Algeria, a secondary school consists of three levels of studying and a textbook for English as a foreign language is available at each level. During each level, EFL teachers and learners are expected to cover one textbook. (As cited in Mouloud.A.A, 2016, p.160)

EFL textbooks have undergone significant improvements in content, objectives, and structure to suit the skills needed by secondary school learners. Until 2002, EFL textbooks were mainly reformulated as grammar textbooks since at that point EFL instruction, learning and goals were textual. (As cited in Mouloud.A.A, 2016, p.160)., However, the case is totally different today. EFL learners don't need only to memorize the grammatical, the linguistic structures and translate sentences but also to develop the four language skills in company with communicative and cultural goals which are considered as important to EFL teaching and learning. (As cited in Mouloud.A.A, 2016, p.161).

The present EFL education indicates that EFL textbooks must ensure that they are both appropriate and worthy of helping EFL teachers and learners meet the pedagogical aims of the existing EFL curricula and syllabi. (As cited in Mouloud.A.A, 2016, p.161). Therefore, the Competency-Based Approach 'CBA' has been adopted in designing the three target textbooks for secondary school levels namely ' 'At the Crossroads ' , ' 'Getting Through' ', and ' 'New Prospects ' '.

Conclusion

This chapter has paved the way to the research work by providing the significant literature related to the topic under study. The different sections have introduced the three variables investigated throughout this paper; accounts for the terms *identity*, *intercultural awareness* and *EFL textbooks* are given in relation to the research aims. Based on the provided literature, the research would establish logical links between the research variables in order to arrive at the needed data to generate answers to the formulated research questions.

Chapter Two

Research Methodology Design

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Introduction

This chapter is devoted to the description of the methodology design of the research. It identifies the steps through which the study was conducted, the tools of data collection, procedures of data analysis, in addition to a description of the research population and setting. The logic of any research as in this study is achieved and clearly settled through the interrelation between the research aims, questions, and the employment of the appropriate data collection tools.

2. 1. Research Method

Choosing the appropriate research methodology can determine the success of any research study. Hence, the researchers opted for three different research methods in accordance with the research aims. The descriptive method was implemented in order to describe the research problem and verify its hypotheses. The latter was useful to analyze the cultural content presented in the ‘New Prospects’ textbooks, it was helpful to identify frequencies and percentages of different cultural sources and themes in each unit of the textbook.

In addition to the descriptive method, the present study employed both the qualitative and quantitative research methods. This combination of methods helped the researchers by providing more effective tools (content analysis, questionnaires) to solve the research problem. The use of the descriptive method mixed with the qualitative and quantitative research methods aimed to objectively answer the research questions, target different aspects of the studied material and particularly ensure the validity and reliability of the data obtained.

2. 2. Research Design

The nature of the research aims and the raised research problem of this study calls for collecting data of different types from different sources, which implies the use of the mixed-method design. The present research is descriptive and analytical in nature; thus, it opts for both qualitative and quantitative data gathering tools and data analysis procedures. Henceforth, the researchers used a content analysis of the Algerian third year secondary school English textbook ‘New Prospects’ in addition to administering two questionnaires to the users of this textbook (both teachers and learners).

2. 3. Research Setting

The time and place in which a research takes place are two important elements that may affect the final findings. The current research was conducted during the academic year 2019- 2020 at Imam El-Ghazali secondary school in Laghouat, Algeria. Over 773 students attended the secondary school during this year. This high school was founded about 51 years ago. The number of teachers in this institution is about 64 teachers. Third year students are classified into different streams including Philosophy and Arabic Literature, Foreign Languages, Natural Sciences, Mathematics, Technical Mathematics, Civil Engineering, and Economy and Management.

2. 4. Population and Sample of the study

In the present study, the population consists of EFL textbooks users of third year secondary school textbook “New Prospects” including EFL secondary school teachers and EFL third year secondary school learners. In accordance with the research conditions including the limitations encountered due to the pandemic in addition to the sample textbook “New Prospects”, the population was designed to include a smaller sample that

consists of third year secondary school students at Imam El-Ghazali secondary school in Laghouat, Algeria.

2. 4. 1. Sampling Procedures

The sampling technique used in this research is ‘Convenience sampling’. This technique is a non-random sampling method which targets individuals who tend to be available for study. The purpose behind using this technique was mainly because of the conditions that our country is going through due to the pandemic in addition to the participants’ own schedules and commitments.

2. 4. 1. 1. Research Samples

In this research, the first sample consists of 50 EFL teachers out of 100 throughout Laghouat, Djelfa, Bordj Bou Arreridj and M’sila secondary schools. This study includes also 30 third year secondary school students of different fields of study including Natural sciences, Mathematics, Foreign languages, and Philosophy and Arabic literature. The present study was dependent on two variables while choosing the teachers’ sample including EFL teachers’ professional experience and teachers’ experience in using the textbook “New Prospects ”. First, the research targeted teachers who tend to have more experience in the field of EFL teaching. Second, it considered the teachers’ professional experience in using the EFL textbook ‘New Prospects’. Moreover, the learners’ sample was selected according to the learners’ fields of study and their English language proficiency levels. These criteria were put for the purpose of having different perceptions towards the use of the textbook ‘New Prospects’ and obtaining good and reliable data.

2. 4. 1. 2. Content Analysis sample

The currently used textbook ‘New Prospects’ for the third-year level of secondary school education in Algeria is selected as a sample for the content analysis considered in

this research. “New Prospects” was published in March 2006, as part of the General Education Reform initiated in 2003. The textbook was written by Algerian authors, S.A.ARAB., B.RICHE., & M.BENSEMMANE, under the supervision of the National Ministry of Education. In this textbook, as well as in the two textbooks of the same series, much focus has been paid to developing learners’ communicative competence.

“New Prospects” is divided into six units; four of them are mandatory for all streams. Each unit deals with a different theme including “language functions”, “grammatical structures and language components” as well as “skills and strategies” (Arab, Riche & Bensemmane, 2006, p. 4). The content of each unit is organized according to the following categories: language outcomes, skills and strategies outcomes, learners’ outcomes, and intercultural outcomes.

The Textbook	Number of pages	Number of units	The involved units
New prospects Published in: 2013/ 2014	271	6	1- Unit One: Exploring The Past 2- Unit Two: Ill-Gotten Gains Never prosper 3- Unit Three: Schools: Different and Alike 4- Unit Four: Safety First 5- Unit Five: Are We Alone 6- Unit Six: We Are a Family!

Table 1: Characteristics of the textbook

2. 5. Data Collection Instruments

Finding answers to the research questions and testing the hypotheses require collecting data of different types from various sources. The aim of this research is to analyze the EFL textbook “New Prospects” in terms of its efficiency in developing learners’ intercultural awareness and preserving their identity. Thus, investigating the representation of different cultures in the textbook ‘New Prospects is of utmost importance to answer the research questions. To this end, the use of content analysis is regarded as the most efficient research tool. Moreover, the research makes use of an additional tool, questionnaires, in order to collect data from the users of this textbook including EFL teachers and learners concerning their perceptions of this teaching material.

2. 5. 1. Content Analysis

In the present study, the first research question indicates an analysis of the content of the Algerian EFL third-year secondary school textbook “New Prospects”. The most appropriate research tool to employ in this case is content analysis.

Content Analysis as a research technique is used in the present study through systematically evaluating textual materials including texts, pictures, instructions, and graphics. The results obtained from this research instrument are described using statistics. Content Analysis as a research method is used in the present research for the purpose of ensuring reliability and validity of the data collected.

The previously described research tool, Content Analysis, was employed in the present study, in order to analyze the range of cultural contents represented in the EFL textbook adopted by the Algerian educational institutions including high schools “New Prospects”. The analysis is the step that precedes determining the extent to which the content of the textbook ‘New Prospects’ can develop learners’ intercultural awareness.

The content analysis conducted in this research adopted two analytical frameworks in order to ensure the validity of the obtained data. The cultural content of the Algerian EFL textbook “New Prospects” was analyzed according to two different perspectives; one that regards the sources of cultural contents and another that negotiates the features of that content.

The first framework adopted is of Cortazzi and Jin (1999) which emphasizes on the sources of cultural contents. The cultural content of the textbook was categorized based on three sources: source culture (learners’ native culture), target culture (English speaking countries culture), and international culture. Whereas, the second framework used in this research has been developed by Chen (2004) . This framework is concerned with classifying the cultural materials into two main types of cultural themes. The cultural content of the textbook was categorized according to two notions of culture that include different themes standing for each notion:

Big “C” culture (seven themes): music, social norms, education, economy, politics, history, and geography.

Little “c” culture (nine themes): daily routine, lifestyle, holiday, food, gesture, weather, greeting, customs, and values.

The cultural themes used, as a representation of the cultural content in the “New Prospects” textbook, and included in the content analysis were classified through two phases. In the first phase, the categories were: *source culture*, *target culture*, and *international culture*. However, in the second phase, there were two categories (**Big “c”** and **little “c”**) with multiple subdivisions.

2. 5. 2. Teachers' and Learners' Questionnaires

The questionnaire is a research tool that was employed by the researchers in order to collect data related to the participants in this study and serves in answering the second research question in particular. This question seeks to get into EFL teachers and learners' insights regarding the way (s) Algerian high-school teachers of English can use the EFL textbooks "New Prospects" instructions for the purpose of raising the learners' intercultural awareness and securing their own identity. The research has employed this data collecting tool due to its appropriateness and usefulness in the process of data gathering.

In the present study, two questionnaires were employed in accordance with the research questions' requirements. The aim of these questionnaires is to determine the EFL teachers and learners' perceptions of the cultural content of the textbooks they are using during the academic year 2019/2020. Each of the two questionnaires was designed according to the linguistic competence and the level of comprehension of the participants in addition to the data they may possess about the learning/ teaching process in general and the textbook in particular.

In order to adhere to the ethics of research practice, the researchers abided by all the ethical conventions of data collection. Permission was obtained from the relevant authority on conducting the research in Imam El-Ghazali secondary school. The participants were clearly informed with the objectives of the research at the introductory part of the questionnaire in order to ensure the validity of the results obtained. The data-collection process was voluntary and a complete anonymity and confidentiality of both EFL teachers and learners were assured.

2. 5. 2. 1. Teachers' Questionnaire

The questionnaire, in the present study, targets EFL teachers at Laghouat, M'sila, Djelfa, and Bordj Bou Arriredj secondary schools in order to investigate the way they deliver the content of the textbook in respect of its cultural components. The questionnaire is designed through using two types of questions: close-ended and open-ended questions. These questions were classified into four categories according to the type of data they target including: Teachers' general information (1), EFL teaching methodology (2), using textbooks in EFL teaching (3), intercultural learning in EFL classrooms (4), and securing EFL learners' cultural identity.

The first category was devoted to the general information of the respondents, such as teachers' professional experience, teachers' experience in using 'New Prospects' and teachers' use of other textbooks. This category intended to help the researchers in selecting and classifying the participants in addition to analyzing the obtained data. The second category of the questionnaire includes questions about EFL teaching methodology. It covers the teachers' perceptions of the ELT process and their attitudes towards the approaches they adopt when teaching language skills.

Following a logic line of thoughts, the third category deals with the teachers' use of EFL textbooks in their teaching. The questions included in this category are designed to elicit information on the participants' views about the impact of the cultural content of Algerian EFL textbooks on learners' development and intercultural awareness. The fourth category is concerned with the ways EFL teachers deal with intercultural teaching and learning in their classrooms. The last category is devoted to securing EFL learners' identity. Thus, it seeks to find data related to teachers' realizations of the textbook instructions in a way that helps learners value and secure their identity.

2. 5. 2. 2. Learners' Questionnaire

The second questionnaire was administered to third year secondary school learners at Imam El-Ghazali secondary school in Laghouat in order to obtain information on their perceptions of the cultural content of the EFL textbook 'New Prospects'. The questionnaire was designed in accordance with the teachers' questionnaire in terms of the categories of questions and the type of information that they may possess in relation to the aims of the research. It contains three parts: Learners' general information (1), Textbook representation of the English culture (2) , and Learners' cultural identity and intercultural awareness as represented in EFL textbooks (3).

The first part seeks general information about the EFL learners, who used the textbook "New Prospects", in order to generate a full description of their characteristics mainly about their branches of study, their English language learning experiences and their English language proficiency levels. The second part was designed to collect data on the learners' perceptions of the textbook representation of the target culture. This part seeks to investigate EFL learners' views about culture learning, culture as a concept, their preferences of language skills in learning the foreign culture, their teachers' teaching time dedicated for the English culture and the Algerian culture.

The final part, however, intended to dig in depth into the learners' views about their local identity in order to know their perceptions of their culture, the target culture as well as the international culture, and the influences that may take place in their cultural identity as a result of the foreign cultural representation in their EFL textbooks.

2. 6. Data Analysis Procedures

This research has employed both qualitative and quantitative methods for the analysis of the data collected from content analysis of the textbook (New Prospects) and the questionnaires.

Content analysis as a process was done manually. A large amount of textual materials including texts, pictures, instructions, and graphics were systematically transformed into an organized and concise summary of findings based on both frameworks (Cortazzi and Jin, 1999) and (Chen, 2004). The cultural content presented in the textbook 'New Prospects' of each unit was categorized according to three sources: source culture, target culture, and international culture. The cultural themes tackled in the units were classified under 'Big C' culture and 'Little C' culture that both include different themes standing for each category. The statistics were presented by counting frequencies and percentages. On the basis of the classification of the data obtained, inferences have been drawn and the results have been presented in the form of tables in order to enable the reader understand the basis of interpretations.

The findings of the content analysis of the textbook were treated qualitatively, whereas, the results of the teachers and learners' questionnaires were analysed quantitatively, using the Statistical Package of the Social Sciences (SPSS). MacDonald and Headlman (1986) assert that: "SPSS is among the most widely used programs for statistical analysis in social sciences. This is a data analysis package for quantitative research." (p. 19). The (SPSS) version 19.0 has been used in the present research. This study has undergone many of the various processes before applying the statistical techniques to the data including checking, editing, coding and assembling the data gathered. Checking and editing the questionnaires involved verifying the responses for usability when they were

received and editing was in the form of checking response consistency and accuracy through making some corrections whenever necessary. Coding the data required keeping the same form of the responses whether it would be numerical values or responses to questions which were coded and classified into specific categories. Assembling the data has been applied through grouping together the checked, edited, and coded data and entering the values for each named variable into the (SPSS) program. At last, the data obtained from the (SPSS) program were summarized in the form of graphs selected according to the questions' aims.

Conclusion

This chapter provided a detailed description of the data collection method (s), instruments, and the procedures that were used in the analysis of the findings of the present research. It also presented the setting and population of the study, with a clear description of the sample (s) and sampling procedure (s) that were used in this study.

The data, collected using different tools and presented in this chapter, will be analyzed and discussed in the following chapter, and will be translated into answers of the research questions.

Chapter Three

Results and Discussion

CHAPTER THREE: RESULTS AND DISCUSSION

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Introduction

The final step in a research study is the analysis of the data gathered throughout this study in order to formulate the suggested answers to the phenomenon under research. This chapter is a thorough summary of the data gathered by the researcher using the different research tools. It starts by visualizing the data obtained by the content analysis of the studied textbook both in frequencies and in percentages. Then, it presents the findings of the questionnaire in terms of the responses expressed by the teachers' sample targeted in the study. This chapter is the continuation of the previous chapter as well as the ground to conceptualizing the results of the study that would be, later on, interpreted and used to generate useful notes for both the field of study and the future research in the area.

3. 1. Data Analysis and Results

This part is concerned with the findings of the two research tools. It starts with analyzing the findings of the content analysis and then the findings of the two questionnaires.

3. 1. 1. The Content Analysis Results

In this section, data is obtained from the textbook used in third year secondary school EFL classrooms. Each unit is analyzed separately for the cultural content it includes. Then, this content is classified into different categories according to the way it is delivered in each "U" construction.

3.1.1.1. Unit One: Exploring the Past

Source Type	Target Culture		Source Culture		International Culture	
	Frequency	percentage	Frequency	percentage	Frequency	percentage
Big “C” Culture	4	11%	7	19%	24	67%
Small “c” Culture	/	/	/	/	1	3%
Total	4	11%	7	19%	25	70%

Table 2: Distribution of Sources and Types of Culture in Unit One

The above table demonstrates the frequency and percentage of the different cultural categories and types as represented in “Unit 1”. The item “international culture” ranked as the highest percentage with a total of (70 %) followed by the two items “target culture” and “source culture” with a total of (11%) and (19%) respectively. Concerning the types of culture introduced in “U3”, themes of Big “C” culture formed the majority of the cultural content of the unit. The four themes mentioned under Big “C” item were “geography”, “history”, “social norms” and “music”. Whereas, only one theme represented the Little “c” item which is “life style”.

The results presented in the table shows an emphasis on the Big “C” culture themes that is a result of the U3 topics. Themes of this dominating category were introduced in terms of pictures (p: 14; 32), text (p: 22) and tasks (p: 16). Moreover, the percentages representing the sources of culture imply that the focus of the instructions is on the international culture, whereas the other two sources have nearly equal percentages.

3.1. 1. 2. Unit Two: Ill – Gotten Gains Never Prosper

Source Type	Target Culture		Source Culture		International Culture	
	Frequency	Percentage	Frequency	percentage	Frequency	percentage
Big “C” Culture	8	18%	8	18%	28	62%
Small “c” Culture	1	2%	/	/	/	/
Total	9	20%	8	18%	28	62%

Table 3: Distribution of Sources and Types of culture in Unit Two

This table represents the distribution of the cultural content in “U2”. The item that ranked as top percentage was “international culture” with a total of (62%), followed by “target culture” with (20%) and “source culture” with (18%). As for the types of culture introduced in “U2”, four themes under the umbrella of Big “C” culture occupied most of the unit content that are “social norms”, “economy”, “politics” an “music”. While Little “c” item was concluded in one theme that is “values”.

Serving the main ideas of “U2”, themes of Big “C” culture formed a majority in the cultural content and were present in form of texts (p: 54), pictures, and a song (“Time for” section). The percentage of the “international culture” item indicates that the writers of “T3” put more emphasis on the international views of the targeted topics. The almost equal percentages of the two items “target culture” and “source culture” are a sign that the instructions are designed to transmit a moderate content that serve the “T3” users cultural development.

3. 1. 1. 3. Unit Three: Schools: Different and Alike

Source Type	Target Culture		Source Culture		International Culture	
	Frequency	percentage	Frequency	percentage	Frequency	percentage
Big “C” Culture	15	31%	10	21%	18	38%
Small “c” Culture	4	8%	1	2%	/	/
Total	19	39%	11	23%	18	38%

Table 4: Distribution of Sources and Types of Culture in Unit Three

The data displayed in the above table is concerned with the distribution of the cultural content throughout “U3”. The item “target culture” come at the highest rank (39%) followed by “international culture” (38%) and finally “source culture” (23%). This content was organized under five cultural themes; three themes under Big “C” culture and the others under Little “c” culture.

The Big “C” culture is a significant content in “U3”, themes such as “education”, “history” and “music” are displayed in diagrams (p: 97), pictures (p: 74; 93) and texts (p: 83; 84). The Little “c” item is presented in terms of two themes, namely: “life style” and “customs” (pictures p: 82). Unlike the previous units, “U3” is a balanced representation of the cultural content of the three different sources. Consequently, the instructions throughout this unit are an opportunity to developing a good idea about education from different angles allowing the improvement of an intercultural thinking.

3. 1. 1. 4. Unit Four: Safety First

Source Type	Target Culture		Source Culture		International Culture	
	Frequency	percentage	Frequency	percentage	Frequency	percentage
Big “C” Culture	2	6%	1	3%	1	3%
Small “c” Culture	10	28%	6	17%	15	43%
Total	12	34%	7	20%	16	46%

Table 5: Distribution of Sources and Types of Culture in Unit Four

Table “5” shows the frequencies and percentages of cultural types and sources throughout the content of “U4”. The percentages of “target culture”, “source culture” and “international culture” are (34%), (20%) and (46%) showing a slight difference between the three items. The content of “U4” was mainly interested in themes of Little “c” culture; whereas, only two themes of Big “C” culture were involved.

The more detailed contents of the five themes classify under Little “c” culture are observed throughout the unit topics. “Daily routine”, “life style”, “food”, “values” and “holidays” are conveyed through pictures (p: 106; 123) , tasks (p: 110), and texts (p:114). As for “economy” and “music”, they are introduced in terms of texts (p: 126) and a song (“time for” section, p: 134). Concerning the percentages of the three sources of culture, it can be noticed that the content is a balanced representation of each. The writers of this textbook provided an overview of the different cultural issues included in “U4” from the three positions.

3. 1. 1. 5. Unit Five: It's a Giant Leap for Mankind

Source Type	Target Culture		Source Culture		International Culture	
	Frequency	percentage	Frequency	percentage	Frequency	percentage
Big “C” Culture	3	9%	3	9%	18	51%
Small “c” Culture	4	11%	1	3%	6	17%
Total	7	20%	4	12%	24	68%

Table 6: Distribution of Sources and Types of Culture in Unit Five

According to “Table 6” above, the percentages of the three sources of culture are determined as follows: “target culture” (20%), “source culture” (12%) and “international culture” (68%). Big “C” culture was identified through three themes, namely “geography”, “history” and “music”. However, only one theme stood for Little “c” culture which is “values”.

The three themes under Big “c” culture concerned with conveying “U5” topics were found mainly in pictures (p: 136; 143), text (p: 143), table (p: 145) and a song (“Time for” section, p: 164). Little “c” culture was introduced through the “values” theme, which was found in tasks (p: 140; 141). The percentage of each source of culture is a result of the discussed issues; topics related to astronomy are global and perceived almost alike by all human beings. That is the reason behind the high rank of the item “international culture”.

3. 1. 1. 6. Unit Six: We Are a Family

Source Type	Target Culture		Source Culture		International Culture	
	Frequency	percentage	Frequency	percentage	Frequency	percentage
Big “C” Culture	3	9%	2	6%	1	3%
Small “c” Culture	10	31%	4	12%	12	38%
Total	13	41%	6	18%	13	41%

Table 7: Distribution of Sources and Types of Culture in Unit Six

The cultural content in “U6” is of three sources as displayed in the table above. The two items “target culture” and “international culture” ranked as top percentage with a total of (41%), then comes the third item “source culture” with a total of (18%). This content was organized into six cultural themes, three of which indicate Big “C” culture and three indicate Little “c” culture.

As a representation of the Big “C” culture topics, three themes were present throughout the unit; “social norms”, “history” and “music” were observed in pictures (p: 165), texts (p: 179) and a song (“Time for” section, p: 195). Whereas, the representation of Little “c” culture was through three other themes, namely “life style”, “values” and “customs”. These themes were introduced in texts (p: 174), pictures (p: 183) and the idiomatic expressions (p: 181). Moreover, the main idea of the unit has decided about the percentage of content of each source. Since the textbook users are already familiar with issues related to family within their society, there will be certainly a need to discover the

same issue in other communities to help their open mindedness and exposure to other cultures.

3. 1. 2. Teachers' Questionnaire Results

This part is devoted to the analysis and interpretation of the data collected through the teachers' questionnaire. This questionnaire seeks to get insights into teachers' perceptions regarding the way they deliver the content of the textbook "New Prospects" in respect to its cultural components. The analysis of the teachers' survey data is composed of five sections including Teachers' general information (1), Teachers' attitudes towards EFL teaching methodology (2), Teachers' attitudes about using textbooks in EFL teaching (3), Teachers' attitudes regarding intercultural learning in EFL classrooms (4), and Teachers' perceptions on securing EFL learners' cultural identity.

Section 1: General Information

The first section encompasses EFL teachers' general information. This section seeks to obtain information about teachers' professional experience, teachers' experience in using 'New Prospects' and teachers' use of other textbooks. It can be also useful for the researcher to select the needed sample based on the three criteria mentioned in the questions.

Item one: Teachers' Professional Experience

Professional experience as a variable is highly significant to the present research. The following table summarizes teachers' answers regarding their professional experience.

Teachers	1 – 5 years	5–10 years	10–15 years	15–20 years	20–25 years	25–30 years
Number	16	15	7	3	3	6
Percentage	32%	30%	14%	6%	6%	12%

Table 8: Teachers' Professional Experience

The table above shows that there are six groups of teachers in the present research. The first and the dominant group which encompasses teachers who have from 1 to 5 years of professional experience represent 36% of the total number of participants. Then, it is followed by the second group which includes teachers who have from 5 to 10 years of experience with a percentage of 30%. The third group, which represents 14% of the participants, are those who have taught English as a foreign language from 10 to 15 years.

The fourth group which covers 12% of the sample have experienced teaching from 25 to 30 years. Interestingly, the fifth group (06%) represents teachers who have from 15 to 20 years of experience. Similarly, the last group which constitutes the same percentage as the previous one (06%) includes teachers who have a professional experience from 20 to 25 years. This question was asked to know the dominant groups and how their perceptions and attitudes towards using the textbook can be attributed to the present research.

Item two: Teachers' Experience in Using “New Prospects”

This question investigates EFL teachers' experience in using the textbook ‘New Prospects’. It classifies the teachers based on their teaching experience in respect to the textbook ‘New Prospects’. The results are presented in the following table:

Teachers' Experience in Using 'New Prospects'	1 - 5	5-10	10-13
Number	19	16	15
Percentage	38%	32%	30%

Table 9: Teachers' Experience in Using "New Prospects"

The results reveal that there are three categories of teachers in respect to their experience in using the textbook 'New Prospects'. The first category which includes teachers who have from 1 to 5 years of experience regarding their use of the textbook represent the dominant category with a total number of 19 teachers. The second category that encompasses teachers who have already used 'New Prospects' from 5 to 10 years constitutes 16 EFL teachers of the whole sample. The last category represents teachers who have experienced the use of the textbook from 10 to 13 years with a number of 15 teachers. This question is mainly asked to see how teachers' experience in using the textbook can reflect their opinions in respect to the cultural content of the textbook.

Item three: Teachers' Use of Other Textbooks

This question is an attempt to yield useful data regarding teachers' attitudes towards using other textbooks except for the official textbook 'New Prospects'. It tries to find out information concerning the textbooks teachers make use of during the teaching process. The teachers' answers to the first part of the question concerning the fact whether they use other textbooks or not are presented in the following graph:

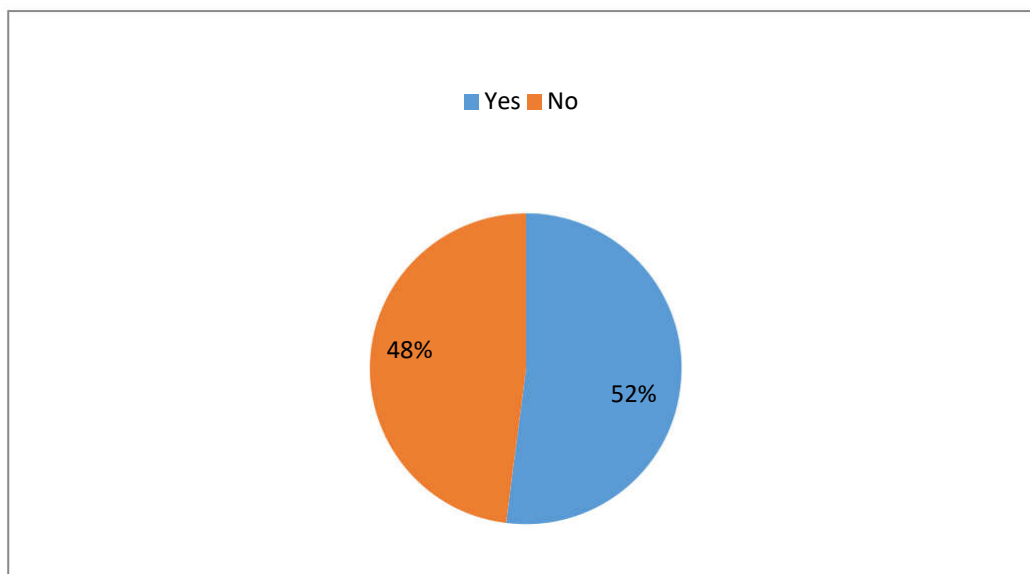


Figure 1: Teachers' Use of Other Textbooks

The figure above shows that 52% of the participants use other textbooks during the teaching process while 48% of the teachers are dependent only to the official textbook. This question was asked to see whether teachers are completely satisfied with the content they deliver through the textbook 'New Prospects' or they depend on other textbooks. The category of teachers who have answered by 'yes' mentioned the following titles of the textbooks:

English Grammar in Use

English Vocabulary in Use

Oxford English Grammar

The Practice of English Language Teaching

Teaching English as a Foreign Language

Oxford Guide to American and British culture

Cutting Edge

New Headway

Understanding and Using English Grammar workbook

Section 2: EFL Teaching Methodology

This section is concerned with EFL teachers' teaching methodology. It includes two questions investigating their perceptions regarding what they actually teach and the teaching approaches they adopt during the teaching process.

Item 1: Teachers' Views on the most Important Language Element to Consider When Teaching English

This question tries to find out the most important element EFL teachers consider during the teaching process. It requires the participants to select one of the suggested elements or supply their own. The suggested elements are:

The Content of the curriculum

Language skills

Language materials

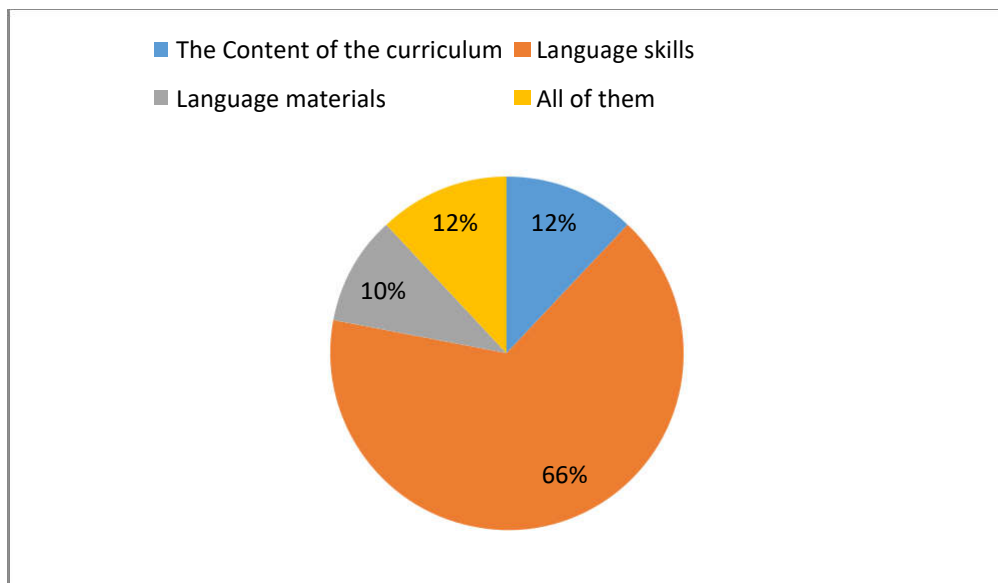


Figure 2: Teachers' Views on the most Important Language Element to Consider When Teaching English

The results reveal that (66%) of the teachers consider language skills as the most important element when teaching English as a foreign language. Moreover, the rate of (12%) represents teachers who focus more on the content of the curriculum. Only (10%) of the participants highlighted the importance of language materials as considering them most important during the teaching process. Interestingly, (12%) of the respondents prefer to take into consideration all the three elements and consider all of them as crucial to achieve the learning objectives. The results of this question indicate that most teachers focus on the language skills when they tend to deliver the content of the textbook.

Item 2: Teaching Approaches

This question is an inquiry about the teaching approaches EFL teachers adopt when teaching English. It requires the sample to select one or more of the teaching approaches proposed or supply their own. The proposed teaching approaches are:

- a. Competency-based Approach
- b. Grammar Translation Method
- c. Direct Method
- d. The Audio-lingual Method
- e. Communicative Language Teaching
- f. The Silent Way
- g. Total Physical Response
- h. Task-based Language Learning

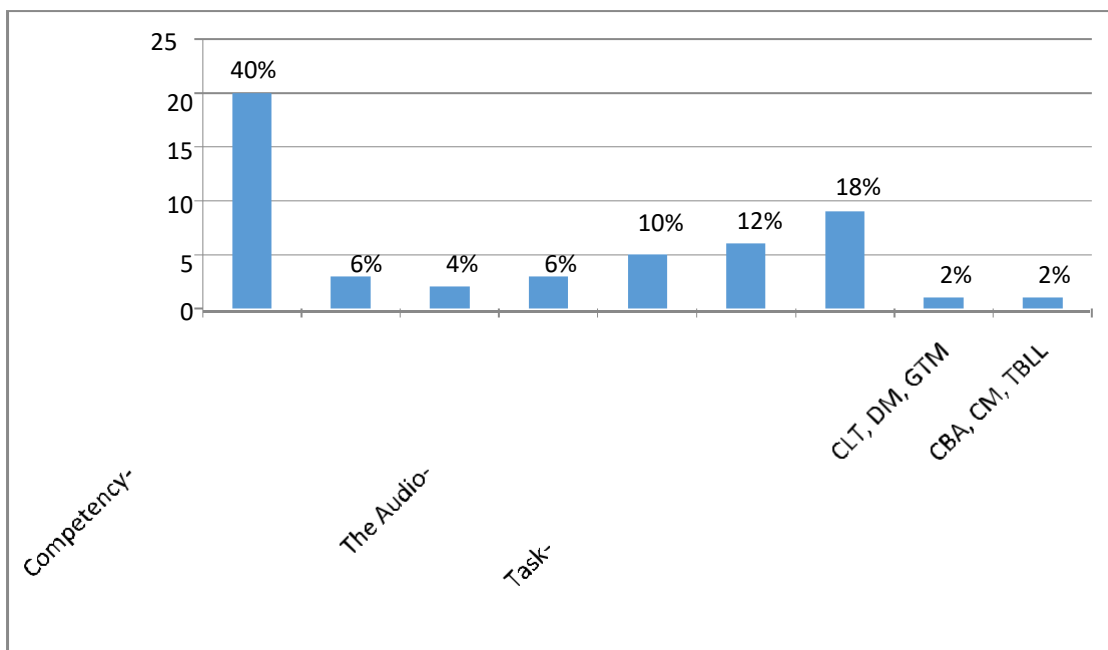


Figure 3: Teaching Approaches

The responses towards the teaching approaches adopted during the teaching process shows that (40%) of the participants use the Competency-based Approach. It is clear that the overall approach to teach the English syllabus for third year classes remains basically competency-based, learner-centered, and project-gearred. However, (18%) of the respondents stated that the Eclectic method to language teaching is the method they prefer to use. It is assumed that this category of teachers believe that the methodology or approach to use depends on the aims of the lesson and the learners' needs. Hence, they prefer to adopt a mixture of approaches and methodologies. Moreover, (12%) of the teachers highlighted the importance of the Task-based Language Learning approach as they use it in many lessons. In addition, (10%) of the respondents claimed that the Communicative Language Teaching proves its efficiency in achieving the learning outcomes. Furthermore, few participants (6%) stated that they adopted the Grammar-Translation Method in their classes while another (6%) of the sample represents teachers who used the Audio-Lingual Method as an approach to teaching English. Only (4%) of the teachers preferred the Direct method. Interestingly, (2%) of the teachers liked

to use the Communicative Language Teaching mixed with the Competency-based approach and Task-based language teaching while another (2%) of the respondents preferred using the Communicative Language Teaching mixed with the direct method and the Grammar Translation method.

The obtained findings imply that most participants adopt the Competency-based approach as the overall approach to teach third year classes, but they still use other approaches depending on the aims of the lesson and the learners' needs.

Section 3: Using Textbooks in EFL Teaching

The third section is intended to get insights into teachers' opinions regarding their use of textbooks in EFL teaching. It deals precisely with the teachers' use of the textbook in respect to its cultural components. This section includes statements through which the participants answer by putting a tick (✓) in the appropriate column. The scale range given is "Strongly agree, Agree, Uncertain, Disagree, Strongly disagree".

Item 1: The Impact of Language Teaching Aspects on the Teaching Process

This statement is mainly put for the purpose of investigating teachers' perceptions as to whether they put different emphasis on different aspects of the target language or not. The data are displayed in the following figure:

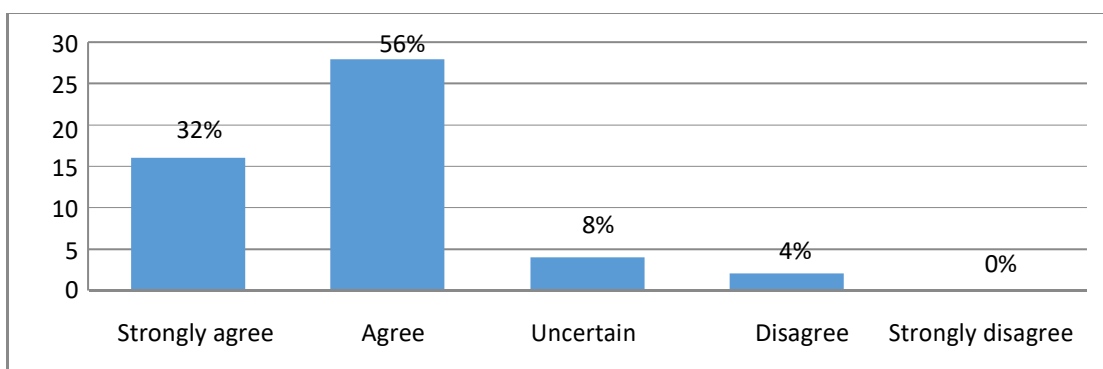


Figure 4: The Impact of Language Teaching Aspects on the Teaching Process

The figure above presents teachers' perceptions towards the impact of language teaching aspects on the teaching process. The results reveal that 28 (56%) teachers answered positively in that they agreed with the fact that different aspects of the target language receive different emphasis during the teaching process while 16 (32%) respondents agreed strongly with the idea. Moreover, 4 (8%) teachers were uncertain while only 2 teachers (4%) disagreed with the idea.

The obtained findings show that most EFL teachers put different emphasis on different aspects of the target language when teaching English as a foreign language. This is due to the fact that some aspects of the language are easier or more difficult to acquire than others in that it is required to differentiate between those language aspects in terms of the emphasis they receive.

Item 2: The Impact of the Context of Language on the Teaching Process

This statement aims to elicit information regarding whether teachers put into consideration the importance of language context during the teaching process. The data are presented in the figure below:

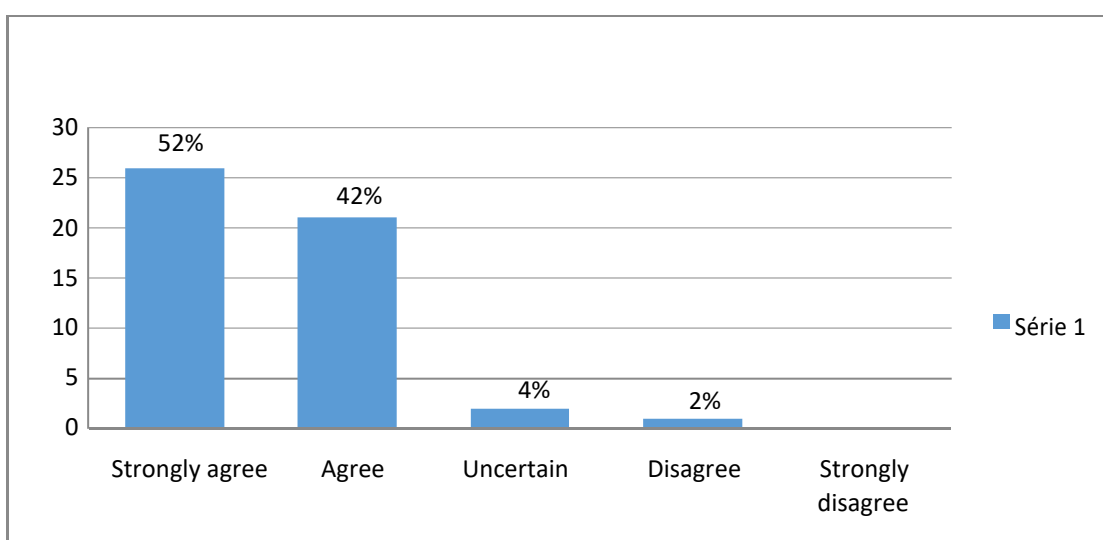


Figure 5: The Impact of the Context of Language on the Teaching Process

From the figure above, it can be noticed that 26 (52%) teachers agreed strongly with the idea that emphasizes the importance of the context of language use during the teaching process. 21 (42%) respondents agreed with the fact that the absence of the context of language use can affect the outcomes of the language teaching process. 2 (4%) participants were uncertain about the idea while only one teacher (2%) disagreed with the statement.

The results reveal that EFL teachers support the idea of giving importance to the context of language use in order to achieve the learning outcomes. Besides, as researchers we believe that teachers need to involve EFL learners in certain contexts of language use in order to overcome the challenges they may face.

Item 3: Culture and Language

This statement aims to get into EFL teachers' perceptions as to whether learning the foreign culture can be considered as an important factor in respect to learning the target language or not. The results are presented in the figure below:

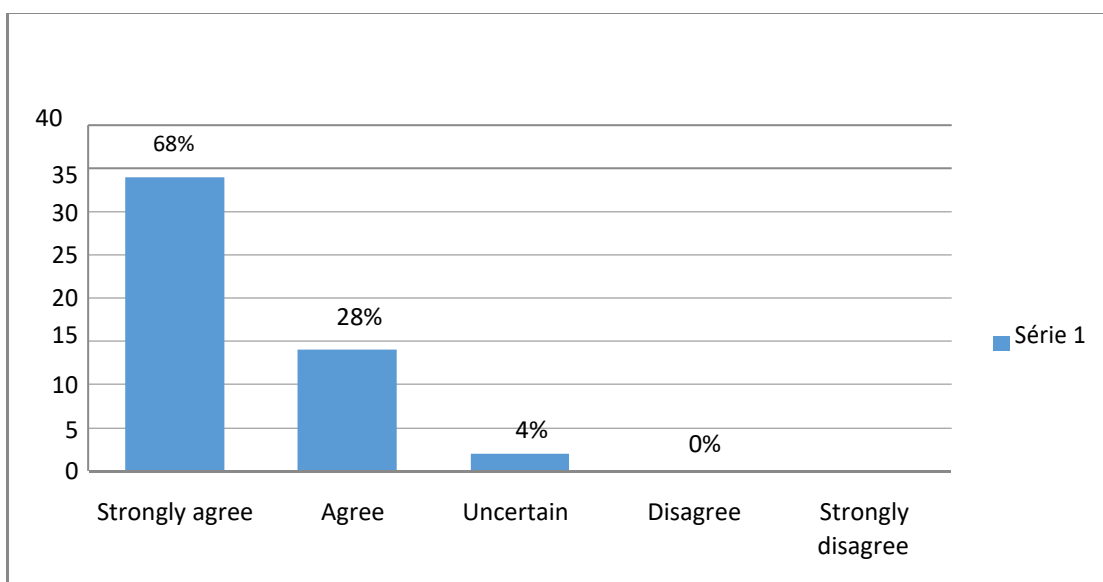


Figure 6: Culture and Language

The data collected in the above figure reveal that 34 respondents (68%) strongly agreed with the fact of considering culture as an important item in language teaching while 14 teachers (28%) also expressed their agreement with the statement. Interestingly, only two teachers (4%) were uncertain about the idea of the statement.

The findings indicate that most teachers are aware of the relationship between language and culture. Hence, incorporating culture into language teaching is crucial for EFL learners in order not to face certain difficulties with learning the language because simply learning a language means also learning a foreign culture.

Item 4: The Importance of Developing Learners' Intercultural Communicative Competence

This statement is an attempt to get into teachers' insights regarding the importance of developing learners' intercultural communicative competence. The figure below displays the teachers' responses to this question:

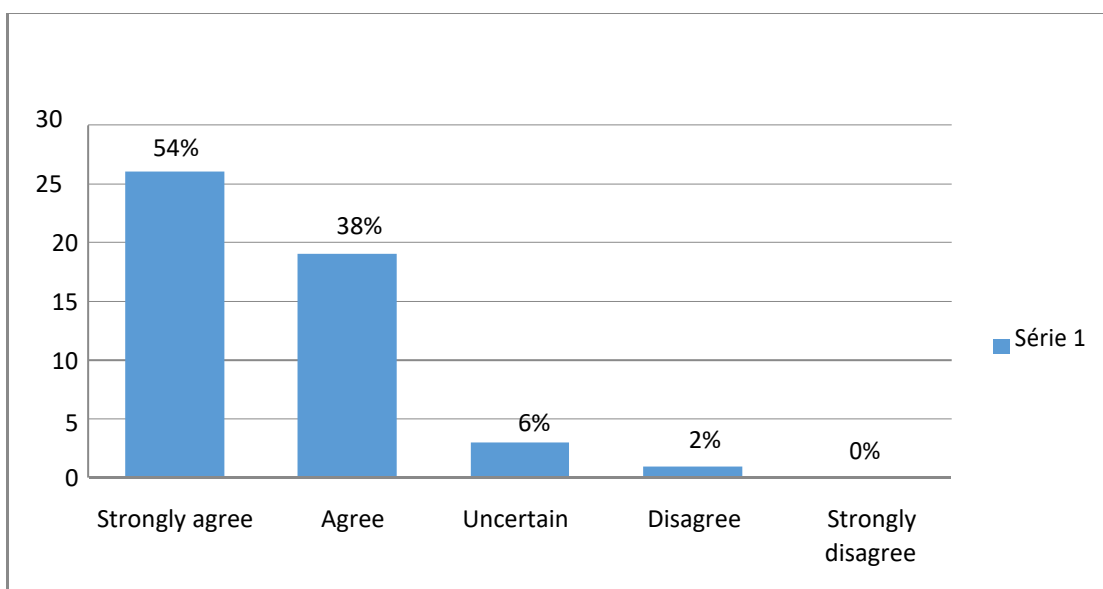


Figure 7: The Importance of Developing Learners' Intercultural Communicative Competence

It is noticeable through the above figure that 27 teachers (52%) strongly agreed with the necessity of developing learners' intercultural communicative competence during the teaching process while 19 respondents (38%) also supported the idea. It can be argued that teachers shed light on the necessity for EFL learners to have knowledge about particular cultures in order to show awareness of their own culture as well as the target culture. 3 participants (6%) were uncertain about the statement while only one teacher (2%) disagreed with the idea of the statement.

The findings indicate that most EFL teachers highlight the importance of developing learners' intercultural communicative competence. Hence, it is necessary to integrate foreign cultures in EFL classes in order to improve learners' intercultural communicative competence.

Item 5: Teaching Materials' Role in EFL Teaching

This statement mainly aims to get into teachers' opinions concerning the vital role that teaching materials play in EFL teaching. EFL teachers were asked whether teaching materials have a significant role in achieving the learning outcomes during the teaching process or not. The teachers' views on this idea are displayed in the figure below:

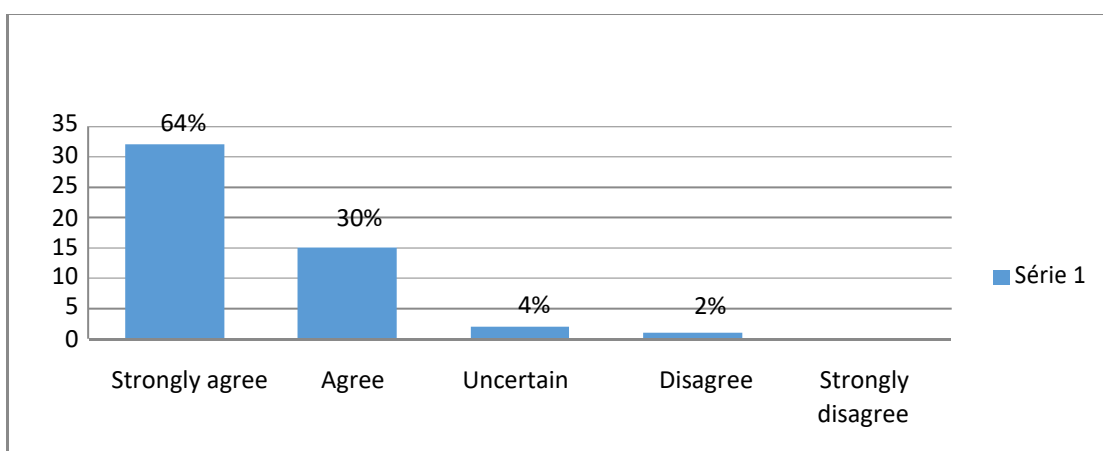


Figure 8: Teaching Materials' Role in EFL Teaching

From the above figure, it can be seen that 32 teachers (64%) strongly agreed with the importance of teaching materials during the teaching process while 15 teachers (30%) also agreed highlighting the significance of language teaching materials in EFL classrooms. It can be assumed that teachers are aware of the importance of developing and evaluating teaching materials as well as using textbooks in the appropriate ways as expected by the textbook designers. 2 teachers (4%) expressed their uncertainty about the statement while only one teacher (2%) disagreed with the idea of the statement.

The findings imply that EFL teachers put into consideration the role of teaching materials as sources of knowledge in EFL teaching. Hence, as researcher we shed light on the necessity for teachers to use the textbook instructions in the ways that promote the suitability and the beneficiality of these textbooks.

Item 6: The Effectiveness of Algerian EFL Textbooks

This statement is intended to look at how teachers view the Algerian EFL textbooks regarding their effectiveness. EFL teachers are expected to express their opinions as to whether Algerian EFL textbooks are useful and well-designed or not. Teachers' perceptions on this idea are presented in the figure below:

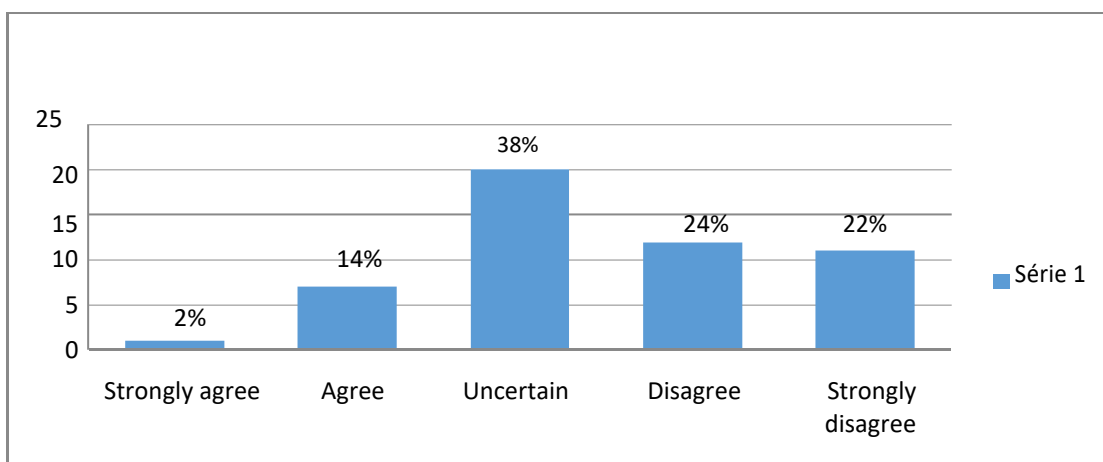


Figure 9: The Effectiveness of Algerian EFL Textbooks

According to the figure above, it can be noticed that 19 teachers (38%) were uncertain about the effectiveness of Algerian EFL textbooks. 12 teachers (22%) disagreed with the idea stating that Algerian EFL textbooks are useful and well-designed accompanied with 11 teachers (22%) who strongly disagreed with the idea of the statement. Interestingly, 7 respondents (14%) agreed with the fact of considering the textbooks as useful and effective accompanied with one respondent (2%) who strongly supported the idea.

The obtained results indicate that there is a category of teachers who don't have a clear idea about the Algerian EFL textbooks. Whereas, there is also another category of teachers who consider those textbooks as useful and well-designed. It can be assumed that Algerian EFL textbooks may still lack pedagogic effectiveness. However, another category of teachers reject this idea as they confirm their effectiveness. Hence, EFL teachers may also still lack effective training in order to use the Algerian secondary school textbooks as expected by the textbook writers.

Item 7: The Impact of the Cultural Content of Algerian EFL Textbooks on Developing Learners' Intercultural Awareness

This statement seeks to get into teachers' perceptions regarding the relationship between the cultural content of Algerian EFL textbooks and the learners' intercultural awareness. It highlights the impact of the cultural content of the textbooks on the development of learners' intercultural awareness. The figure below presents the teachers' perceptions:

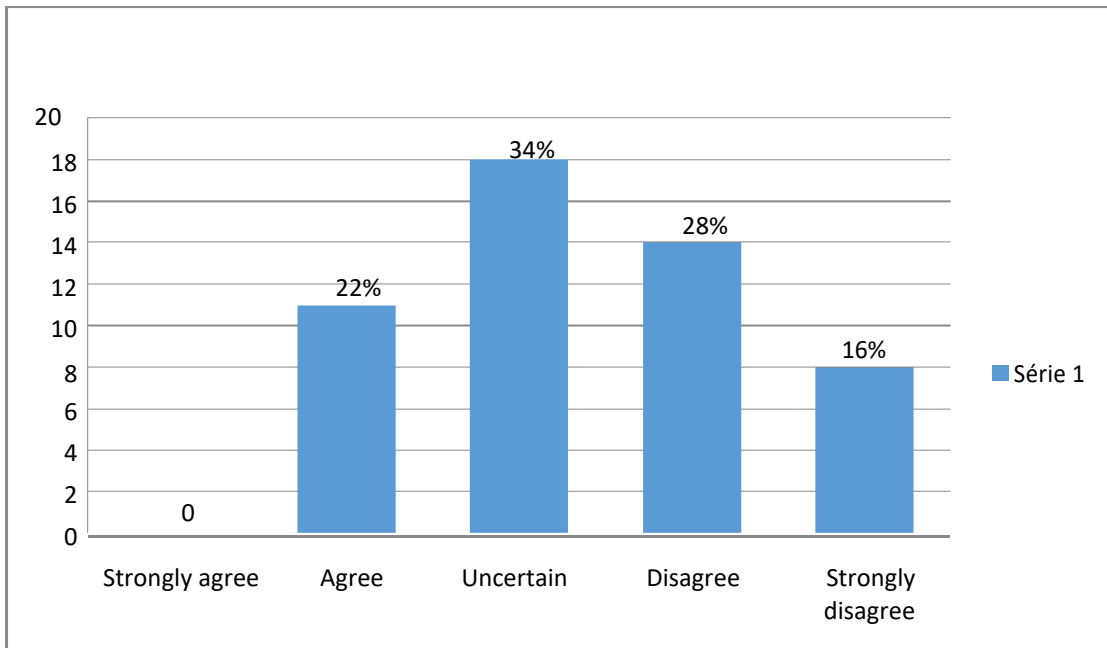


Figure 10: The Impact of the Cultural Content of Algerian EFL Textbooks on Developing Learners' Intercultural Awareness

As stated in the figure above, it can be said that 17 respondents (34%) were uncertain about the cultural content of Algerian EFL textbooks in respect to its impact on developing learners' intercultural awareness. 14 participants (28%) believed that the cultural content of the textbooks can't help in developing learners' intercultural awareness accompanied with 8 teachers (16%) who strongly disagreed with the idea. Interestingly, 11 teachers (22%) considered the textbooks as helpful in improving learners' intercultural awareness.

The results imply that there is a category of teachers who are uncertain about the development of learners' intercultural awareness in textbooks. Whereas, there is another category of teachers who believed that textbooks can't contribute to raise learners' intercultural awareness. Hence, it can be assumed that the textbook may lack the cultural content that would help learners raise awareness about their own culture and the foreign cultures. The last category promote positive attitude towards the cultural content of the

textbooks. Therefore, it can be presumed that teachers may have different visions with the textbook writers due to the lack of training regarding the use of the textbook.

Item 8: The Significance of EFL Teachers' Training on the Development of Learners' Intercultural Awareness

This statement aims to elicit information regarding whether teachers are trained to use the textbook instructions in respect to the development of learners' intercultural awareness or not. Teachers' responses are presented in the figure below:

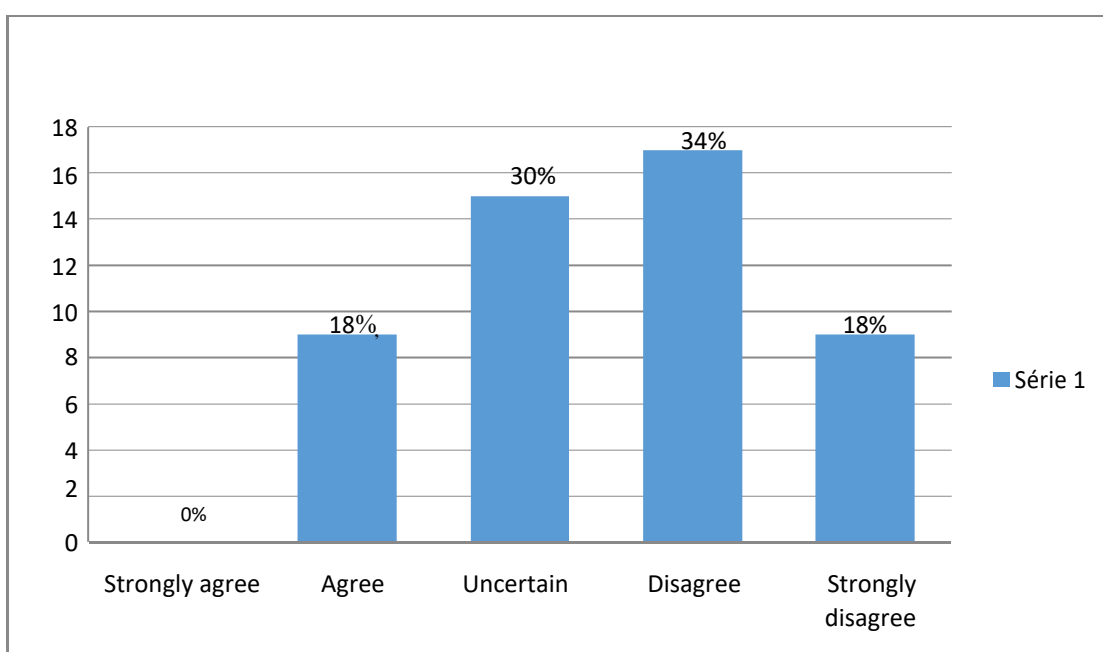


Figure 11: The Significance of EFL Teachers' Training on the Development of Learners' Intercultural Awareness

Based on the figure above, it can be noticed that 17 respondents (34%) accompanied with 9 respondents (18%) disagreed with the fact of considering EFL teachers as trained to use the textbooks' instructions for the development of learners' intercultural awareness. 15 teachers (30%) were uncertain about the idea while 9 teachers (18%) supported the idea of teachers' training and its significance for the development of learners' intercultural awareness.

The obtained findings indicate that there are two categories of teachers including those who have undergone training in regard to the use of textbooks' instructions and those who haven't experienced this professional training. Hence, As researcher we believe that there is a necessity for teachers to experience this professional development training that would contribute to improve learners' intercultural awareness.

Section 3: Intercultural Learning in EFL Classrooms

The third section is concerned with how teachers deal with intercultural teaching and learning in EFL classrooms. This section is composed of four questions including two questions investigating the balance between the foreign culture and the local culture. It includes also two other questions seeking the way teachers view intercultural communicative competence and the way teachers integrate intercultural learning in the classroom.

Item 1: Time Spent in Teaching the British or American Cultures

This question is intended to investigate teachers' attitudes towards the teaching time allotted for the foreign culture. Teachers' responses are presented in the figure below:

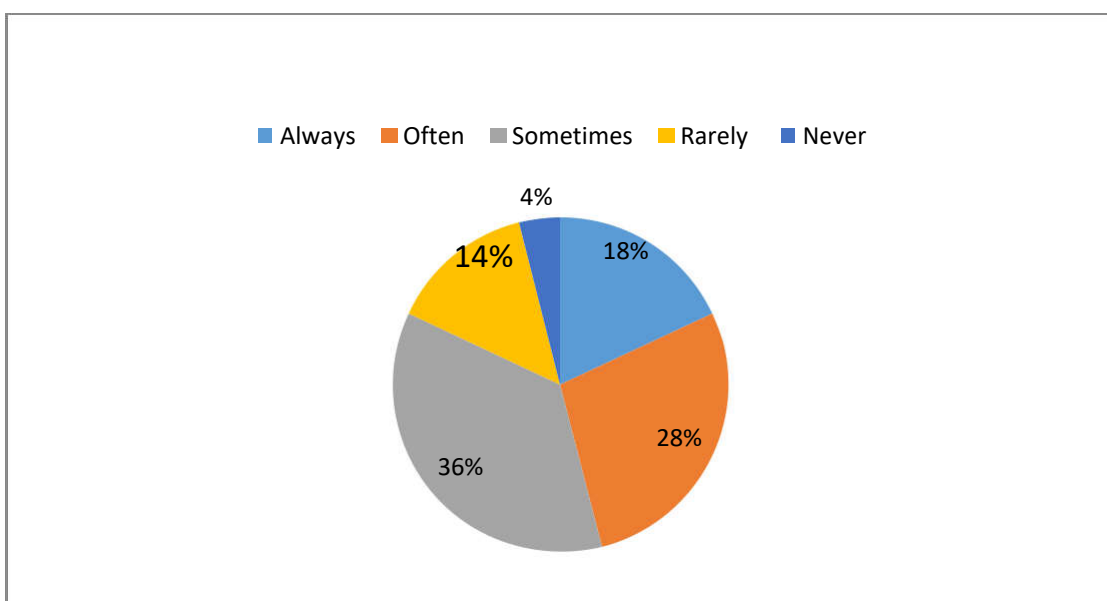


Figure 12: Time Spent in Teaching the British or American Cultures

The figure above shows that (36%) of the respondents addressed aspects of the American or British cultures sometimes while (28%) of the respondents often included them in their teaching time. Interestingly, (18%) of the sample mentioned that they always dealt with the American or British culture in their classes. However, (14%) of the participants rarely tackled issued of the foreign culture while only (4%) of the teachers have never addressed them.

The findings imply that most teachers address aspects of the foreign culture in their teaching, but in different degrees ranging from ‘all the time ‘to ‘occasionally’.

Item 2: Time Spent in Teaching the Algerian Culture

This question aims to investigate teachers’ attitudes regarding their teaching time dedicated for the Algerian culture. Q1 and Q2 are both intended to check whether there is balance between teaching the local culture and the foreign culture or not. The figure below displays teachers’ answers:

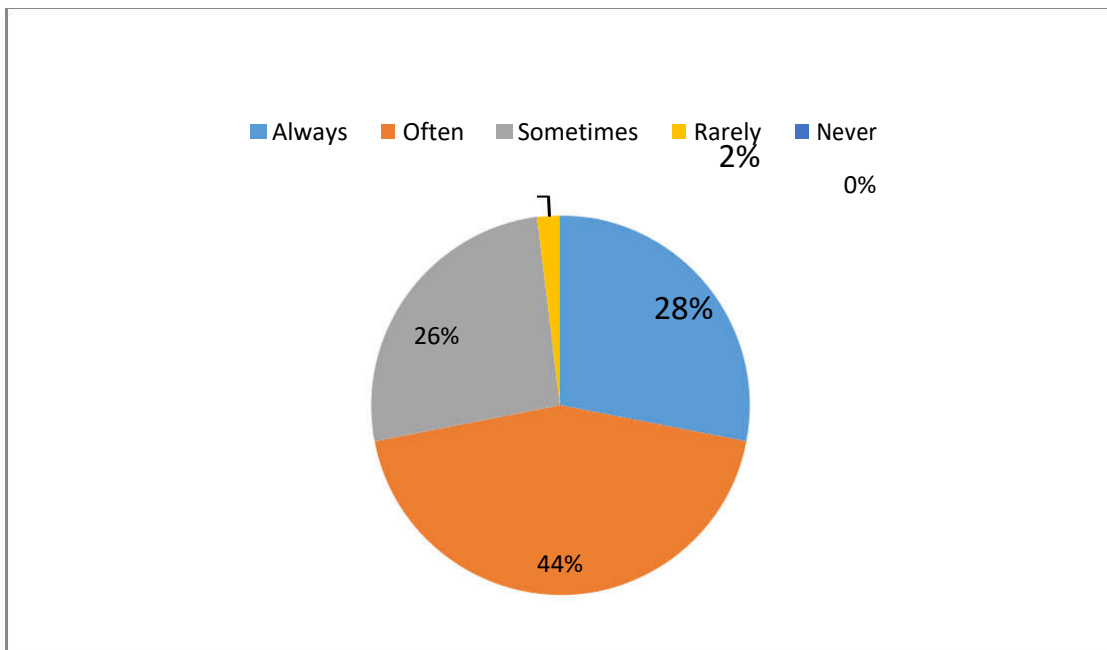


Figure 13: Time Spent in Teaching the Algerian Culture

The figure above indicates that (44%) of the respondents often address aspects of the Algerian culture in their classrooms while (28%) of the teachers always tackle issues of the Algerian culture. (26%) of the participants stated that they sometimes dedicate time for the Algerian culture in their EFL teaching while only (2%) of the sample mentioned that they rarely do.

The results reveal that most teachers dedicate time towards the Algerian culture in varying degrees ranging from 'all the time' to 'occasionally'. Interestingly, the findings of both questions (Q1) and (Q2) indicate that there is an approximate balance between teaching the local culture and the foreign culture in Algerian EFL classes.

Item 3: Teachers' Definitions of the Intercultural Communicative Competence

In order to enquire about teachers' perceptions regarding the way they define the intercultural communicative competence, (Q3) made it possible to collect useful data. The respondents were required to select one of the suggested definitions or supply their own definition. The proposed definitions are the following:

- a. As knowledge about the values of other cultures in regard to one's local culture.

(Definition 1)

- b. As the ability to understand cultures, including one's own, and examine the relationship between these cultures. (Definition 2)

- c. As being open-minded, inquisitive and tolerant towards other cultures. (Definition 3)

- d. As communicating effectively and appropriately in different intercultural contexts or situations. (Definition 4)

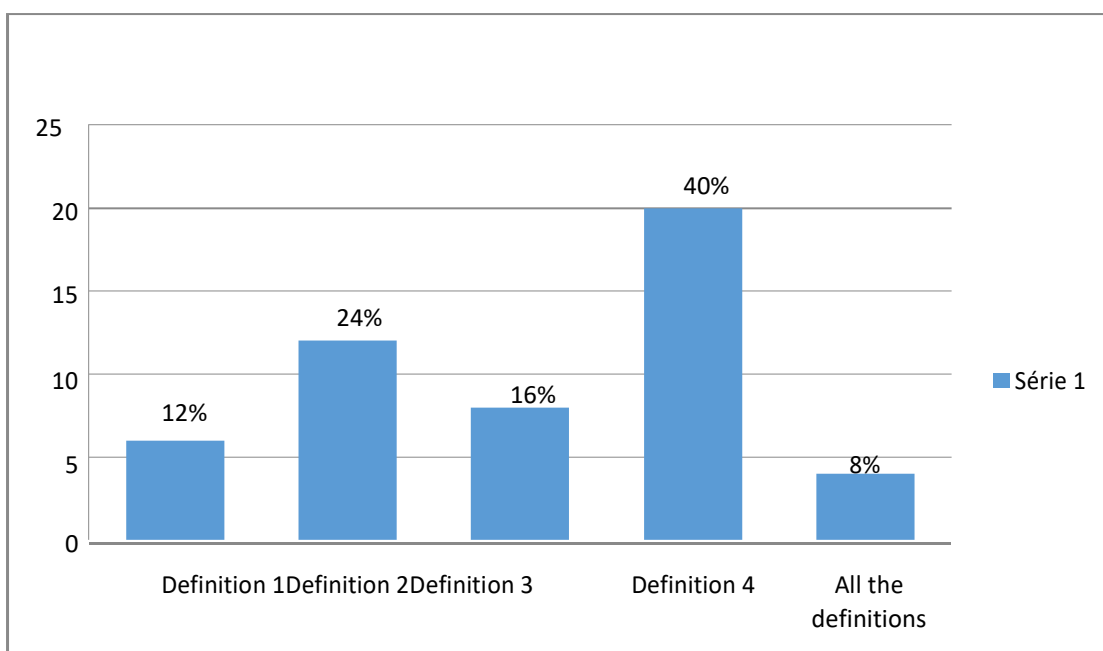


Figure 14: Teachers' Definitions of the Intercultural Communicative Competence

According to the figure above, the findings indicate that 6 respondents (12%) defined the Intercultural Communicative Competence as knowledge about the values of other cultures in regard to one's local culture (Definition 1). 12 participants (24%) view it as the ability to understand cultures, including one's own and examine the relationship between these cultures (Definition 2). 8 EFL teachers (16%) consider it as being open-minded, inquisitive, and tolerant towards other cultures (Definition 3), while 20 teachers (40%) agree on the fourth definition which states that it is the ability to communicate effectively and appropriately in different intercultural contexts (Definition 4). Interestingly, 4 respondents (8%) considered all the four definitions as suitable for defining the Intercultural Communicative Competence which is an actual fact.

The findings reveal that EFL teachers differ in terms of their vision towards the Intercultural Communicative Competence. This may be due to a variety of reasons including teachers' perceptions about developing learners' positive attitudes towards other cultures such as acceptance and tolerance (1), teachers' views on the necessity to involve

learners in different intercultural contexts for the purpose of achieving communication purposes (2), and teachers' beliefs about the necessity for learners to examine both their own culture and foreign cultures (3).

Item 4: Teachers' Views on the Integration of Intercultural Learning in the Classroom

(Q4) seeks to find out how teachers tend to integrate intercultural learning in their classrooms. Teachers were asked to choose one of the mentioned ways or supply their own way of integrating intercultural learning in the classroom. The suggested options are the following:

- a. Using international and local news for reflection and debating in the classroom.

(Option 1)

- b. Designing engaging activities that help students explore situations that focus on values. (Option 2)

- c. Designing high quality workshops for students to learn about cultural diversity.

(Option 3)

- d. Inviting native English speakers to your classroom. (Option 4)

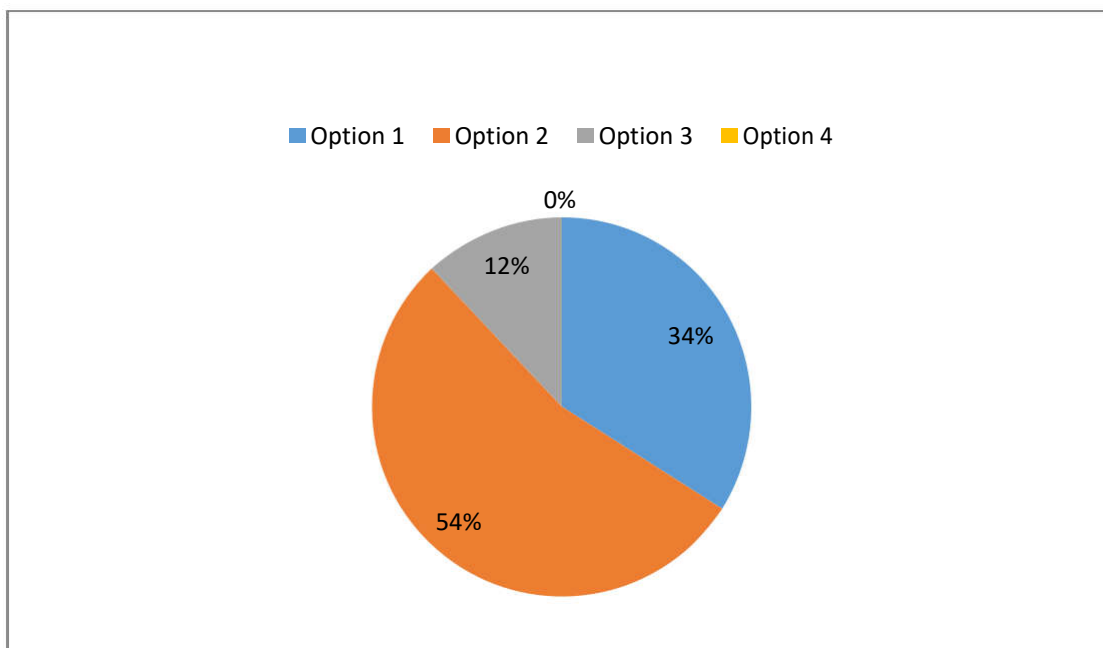


Figure 15: Teachers' Views on the Integration of Intercultural Learning in the Classroom

The figure above indicates (54%) of the respondents opted for 'designing engaging activities that help students explore situations that focus on values' whereas a percentage of (34%) settled on the option 'using international and local news for reflection and debating in the classroom'. Interestingly, only (12%) of the participants opted for 'designing high quality workshops for students to learn about cultural diversity' while no one has opted for 'inviting native English speakers to the classroom'.

The obtained findings show that EFL teachers adopt different ways for integrating intercultural learning in the classroom. However, EFL teachers may still lack the opportunity to invite native English speakers in their classrooms.

Section 5: Securing EFL Learners' Cultural Identity

The final section covers learners' views and opinions regarding the impact of the cultural content of the textbooks on the learners' cultural identity. This section also encompasses statements through which teachers give their answers by putting a tick (✓) in

the appropriate column following a scale range that includes ‘strongly agree, agree, uncertain, disagree, strongly disagree’. The fifth section is intended to focus on securing the learners’ local culture. It encompasses four statements investigating teachers’ perceptions regarding the outlined learning objectives in respect to the learners’ developmental processes, the impact of the textbooks on the learner’s personality, the effect of the use of the textbooks on the learners’ appreciation of other cultures and the impact of the teachers’ awareness of the textbook instructions on securing the learners’ local culture.

Item 1: Teachers’ Opinions on the Outlined Learning Objectives in regard to the Learners’ Developmental Processes

The first statement targets the outlined learning objectives in respect to the learners’ developmental processes. Teachers’ opinions are presented in the figure below:

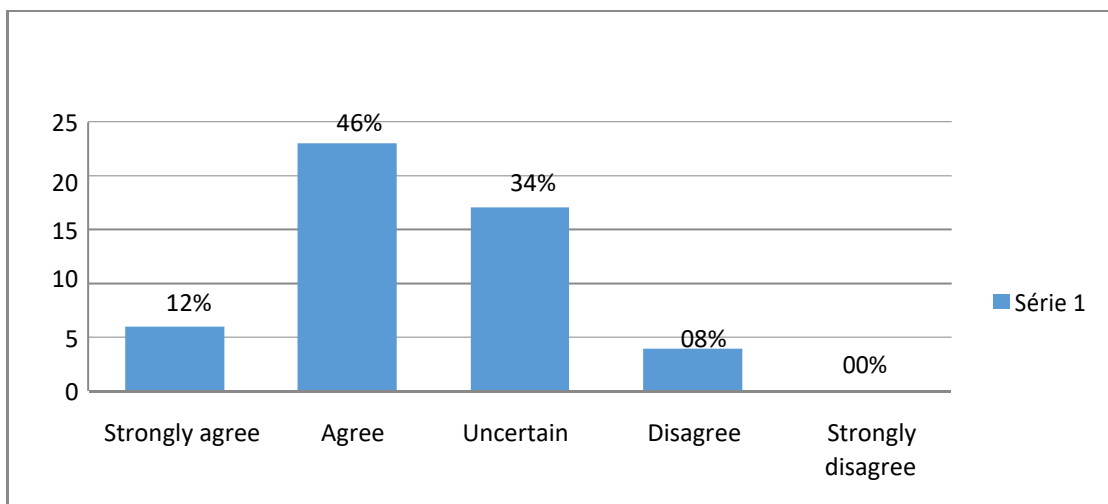


Figure 16: Teachers’ Opinions on the Outlined Learning Objectives in regard to the Learners’ Developmental Processes

The figure above indicates that 23 respondents (46%) agreed with the statement ‘The outlined learning objectives consider learners’ developmental processes’ accompanied with

6 participants (12%) who strongly supported the idea. Interestingly, 17 teachers (34%) were uncertain about the idea while only 4 teachers (08%) disagreed with the statement.

The obtained results imply that more than half of the teachers consider the outlined learning objectives as purposeful across multiple developmental stages. However, there were still teachers who haven't a clear idea about the learning objectives. This is maybe due to the fact that those learning objectives don't contribute to move students progressively towards the achievement of the academic goals.

Item 2: Teachers' Opinions towards the Influence of the Content of the Textbooks on the Learners' Personality

This statement seeks to get into teachers' insights regarding the cultural content of the textbooks and its influence on the learners' personality. The results are set out in the figure below:

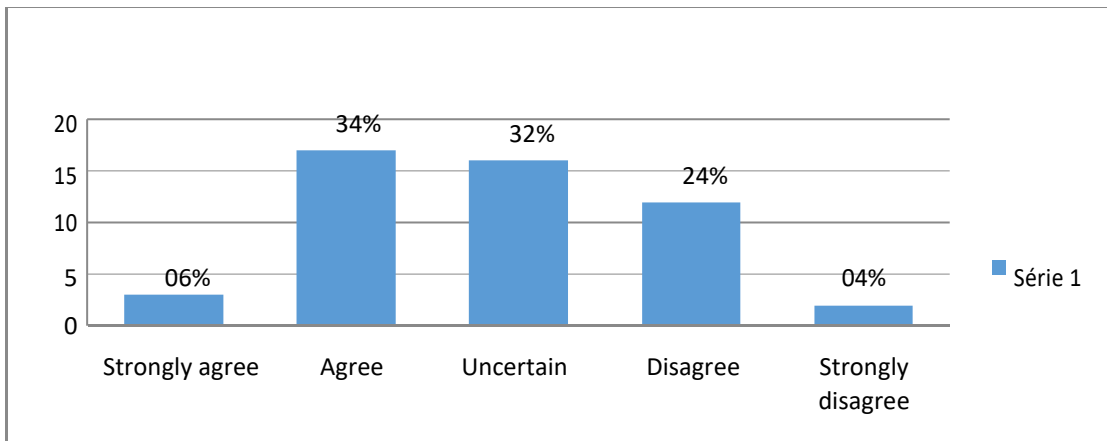


Figure 17: Teachers' Opinions towards the Influence of the Content of the Textbooks on the Learners' Personality

It is noticeable in the figure above that 17 respondents (34%) agreed with the statement stating that "the content of the textbooks can manipulate some aspects of learners' personality" accompanied with 3 teachers (06%) who strongly confirmed the idea of the statement. 16 teachers (32%) expressed their uncertainty about the statement. The

rate of (24%) represents teachers who rejected the idea while only 2 teachers (04%) totally refused the fact of considering the content of the textbook as manipulating the learners' personality.

The results reveal that there are teachers who noticed their learners' personalities as being negatively affected by the content of the textbooks and those who did not. This is maybe due to teachers' different ways of using the content of the textbook including activities and instructions.

Item 3: Teachers' View on the Effect of the Use of Textbooks on the Learners' Local Culture

The third statement is concerned with teachers' perceptions regarding the negative influence that the textbooks can have on the learners' preferences in terms of culture. This statement seeks to find out whether the use of the textbook can result in learners' appreciating other cultures rather their own or not. The figure below exposes teachers' views:

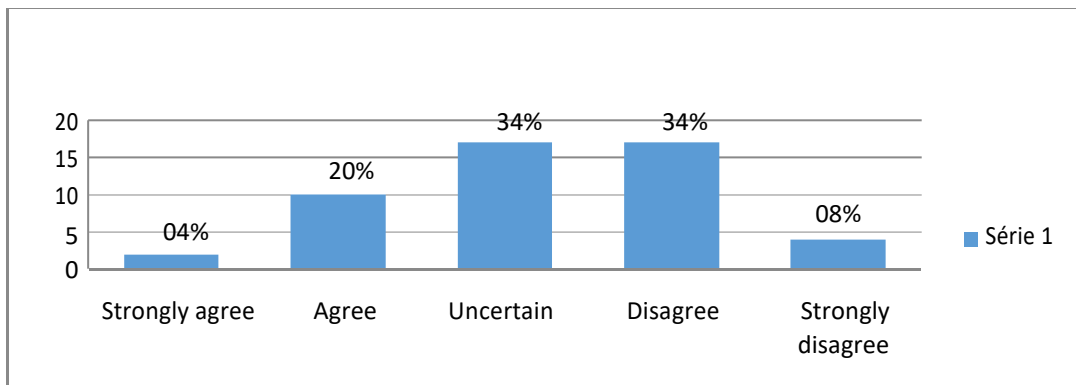


Figure 18: Teachers' View on the Effect of the Use of Textbooks on the Learners' Local Culture

The data reveal that (34%) of the respondents disagreed with the statement 'the use of textbooks in the process of language teaching can result in learners appreciating other cultures rather than their own' while the same percentage (34%) represents also teachers who were uncertain about the idea of the statement. (08%) of the participants strongly

rejected the idea. Interestingly, (20%) of the participants considered the use of the textbook as causing learners' appreciation of other cultures accompanied with (04%) of the respondents who strongly supported the same idea.

The obtained results show that nearly half of the teachers believe that the use of the textbook cannot result in learners' preferring other cultures rather than valuing their own culture. However, there were still teachers who did not have a clear idea about this issue.

Item 4: Teachers' Opinions towards the Impact of the Textbook Instructions on Securing the Learners' Local Culture

This statement aims to elicit information concerning teachers' realization of the textbook instructions and its impact on securing the learners' own culture. The data are summarized in the following figure:

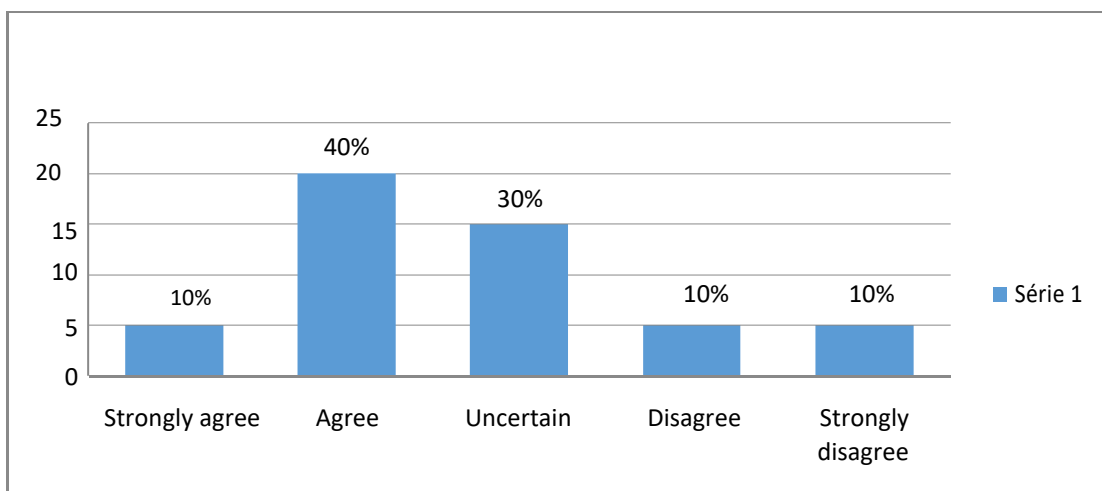


Figure 19: Teachers' Opinions towards the Impact of the Textbook Instructions on Securing the Learners' Local Culture

The data demonstrates that (40%) of the sample confirm the present statement 'EFL teachers' realization of the textbook instructions can help learners secure and value their own culture' in accordance with (10%) of teachers who strongly supported the statement. (30%) didn't have a clear idea about it. (10%) of the teachers expressed their disagreement

with a similar percentage of (10%) of teachers who strongly rejected the idea of the statement.

The final results demonstrate that most EFL teachers are aware of the importance of the textbooks' instructions that would contribute to learners' securing their local culture.

3. 1. 3. Learners' Questionnaire Results:

This part tackles the analysis of the learners' questionnaire. This questionnaire seeks to unveil Algerian EFL learners' perceptions of the cultural content of the textbook 'New Prospects'. Three sections have been developed in the present questionnaire including Learners' general information (1), Textbook representation of the English culture (2), and Learners' cultural identity and intercultural awareness as represented in EFL textbooks (3).

Section 1: General Information

The initial section seeks to collect data about learners' general information. Questions in this section are primarily on the learners' branches of study, learners' English language learning experience and their English language proficiency levels.

Item 1: Learners' Branches of Study

This question is an attempt to investigate learners' fields of study for the purpose of selecting a sample of students with different branches of study. The following table presents the fields of study of the selected sample:

<u>Fields of Study</u>	Natural Sciences	Mathematics	Foreign Languages	Philosophy and Arabic Literature	Total
EFL Learners					
Number	10	09	08	03	30
Percentage	33.3%	30%	26.7%	10%	100%

Table 10: Learners' Branches of Study

As revealed in Table (10), Natural Sciences as a field of study represents (33.3%) of the whole sample while the branch of Mathematics constitute (30%) of our informant students. Interestingly, (26.7%) of the participants are Foreign Languages students whereas only (10%) of the respondents are studying in the field of Philosophy and Arabic Literature.

The results clearly show that the informant students are studying in different fields of study including Natural Sciences, Mathematics, Foreign Languages, and Philosophy and Arabic Literature.

Item 2: Learners' English Language Learning Experience

In this question (Q2), students are set to inform about their English language learning experience. This question aims to know about the respondents' acquaintance with the language and the years spent for the purpose of developing their language proficiency. EFL learners' responses are summarized in the figure below:

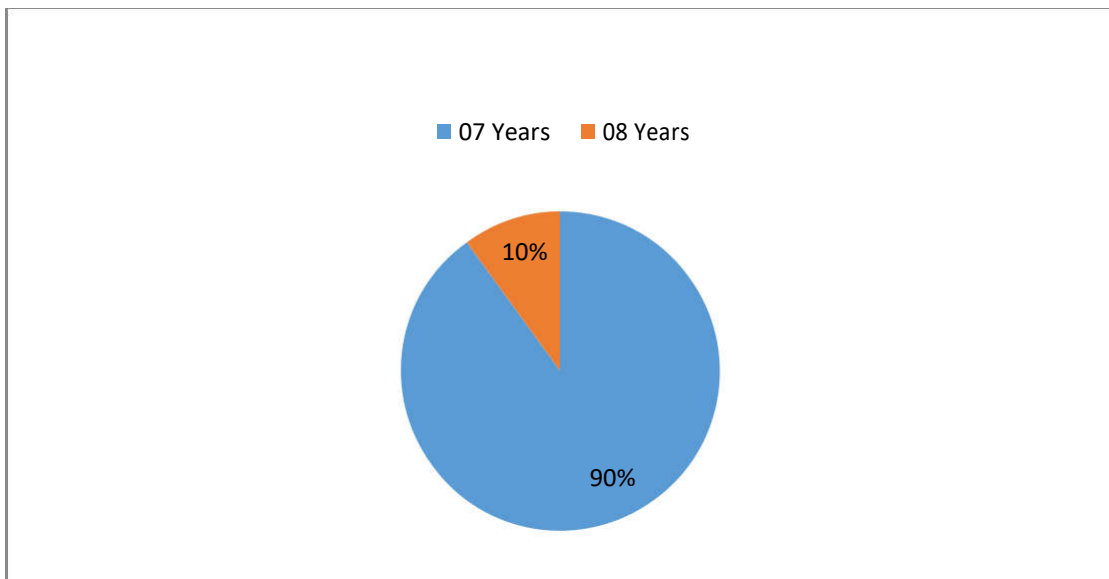


Figure 20: Learners' English Language Learning Experience

Figure (20) points out that there are 27 participants (90%) who have spent 07 years in learning the English language while only 03 informants (10%) have studied English for 08 years. The participants are 3AS students so they have spent 07 years in learning the English language, that is, four years in the middle school and three years in the secondary school. Concerning the ones who have been studying English for 08 years, they may have lost their first opportunity with the Baccalaureate exam or they wanted to pass it again to achieve academic goals.

Item 3: Learners' English Language Proficiency Levels

This question seeks to obtain wealthy information about students' proficiency levels of the English language. In this question, students are set to choose any of the suggested answers that range from 'Poor' to 'Excellent'. The figure below illustrates students' responses:

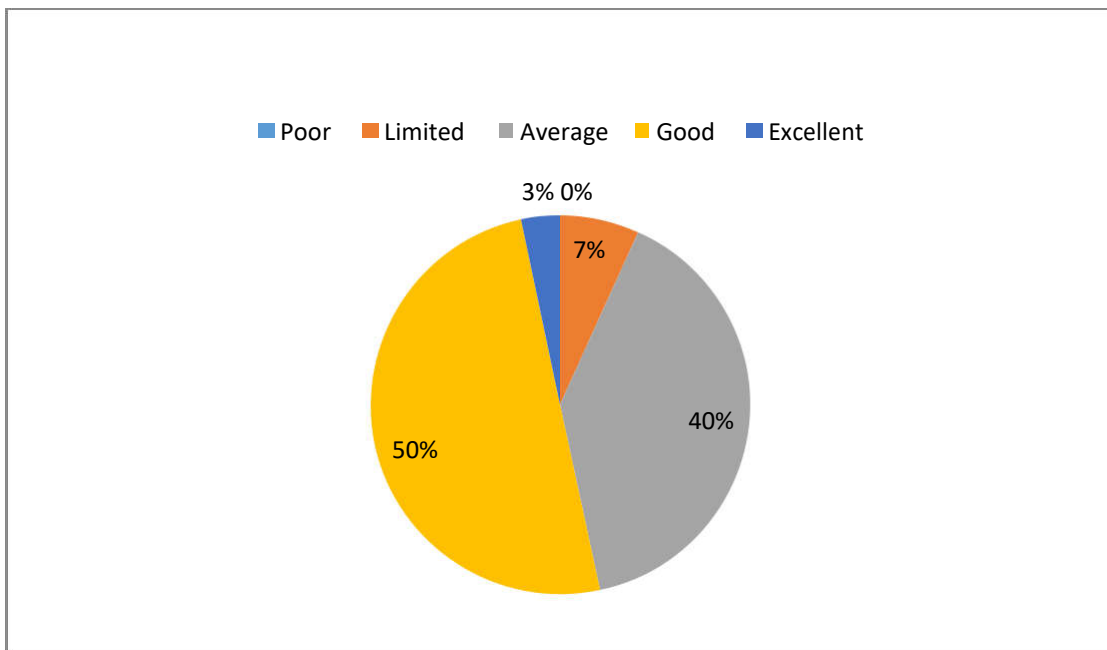


Figure 21: Learners' English Language Proficiency Levels

According to what is presented in Figure 21, the majority of students (50%) opted for 'good level' while (40%) of the participants ranked their English language proficiency

level as 'Average'. Interestingly, (03%) of the whole sample stated that their ability for the language skills in English is limited while only one student selected the option 'Excellent' as representative to his/her own English language proficiency level.

The results found here would indicate that the language proficiency level of most of the informant students is between 'Average' and 'Good'.

Section 2: Textbook Representation of the English Culture

The present section deals with learners' views on the textbook representation of the target culture. This section encompasses five questions investigating learners' perceptions on culture learning (1), learners' definitions of culture (2), learners' opinions towards language skills in regard to learning the foreign culture (3), learners' views on their teachers' teaching time allocated for the English culture (4) and the Algerian culture (5).

Item 1: Learners' Perceptions on Culture Learning

The first question aims to find out whether learners are interested in learning culture or not. Students were asked to select an aspect of English they find most interesting including language skills, American / British cultures or International culture. The following figure introduces the data collected:

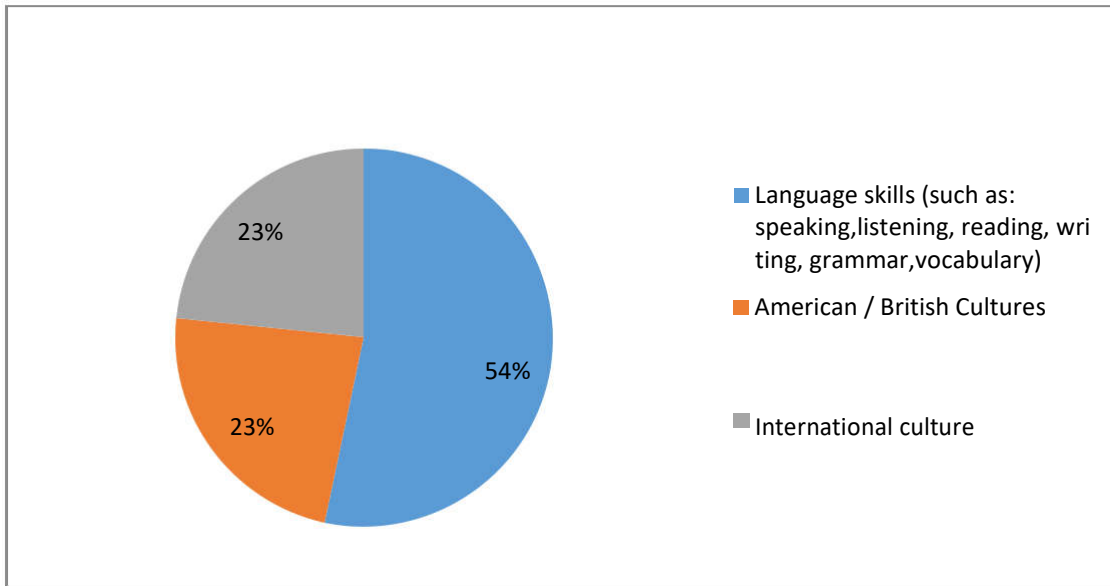


Figure 22: Learners' Perceptions on Culture Learning

Among 30 informants, 16 which represent (54%) showed their interest in language skills. 07 respondents (23%) stated that they find American / British cultures as the most interesting aspect in the English language while 07 teachers (23%) also opted for the International culture.

The findings obtained indicate that EFL learners show approximately balance in their interest between the linguistic and the cultural aspects of the language. In all, it can be assumed that learners are interested in learning culture.

Item 2: Learners' Definitions of Culture

Question number (Q2) is an attempt to see whether our informant students can well recognize the definition of the concept, culture, or not. In this question item, students are asked to choose one of the suggested definitions of culture. These definitions include the definition of culture and some definitions of other terms related to culture, but they do not define culture. Hence, this question was put to check students' understanding of culture. The suggested definitions are the following:

- a. An organized group of individuals associated together for religious, cultural, scientific, political or other purposes.
- b. A set of basic and fundamental beliefs that guide or motivate attitudes or actions.
- c. A set of characteristics and knowledge shared by a group of people including language, religion, social norms, attitudes, food, lifestyle, music, customs and values.
- d. A system of communication in speech and writing used by people of a particular country or area.

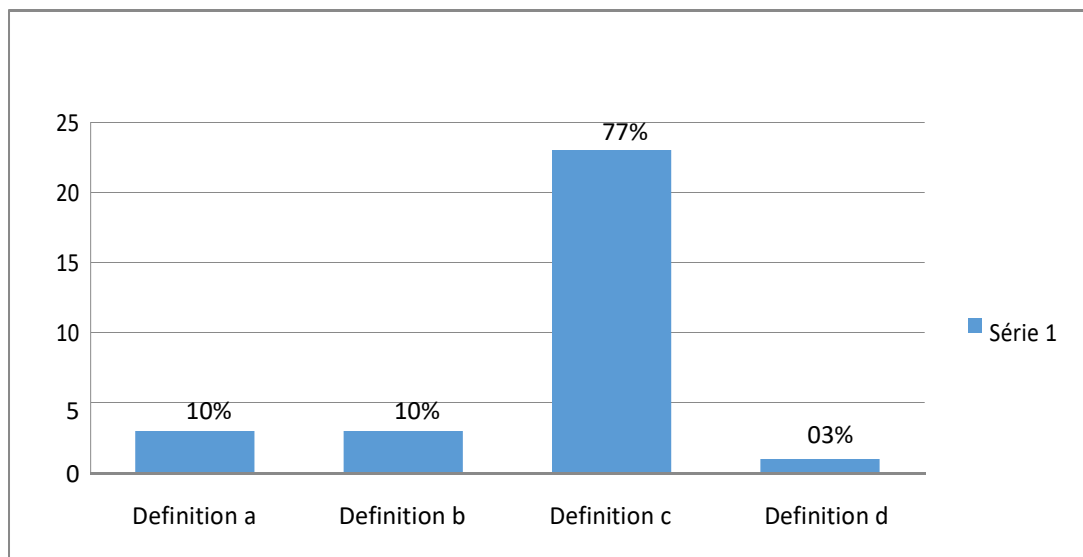


Figure 23: Learners' Definitions of Culture

As it could be grasped from the figure above, the highest percentage (77%) is noted in option 'c'. (10%) of the whole sample ticked definition 'a' while the same percentage (10%) represents the respondents who opted for definition 'b'. Only (03%) of the participants selected the definition 'd'.

These results indicate that most of our informants consider culture as those characteristics shared by a group of people including language, religion, social norms, attitudes, food, lifestyle, music, customs and values. That is, the respondents know how to define culture including its aspects and themes.

Item 3: Learners' Opinions towards Language Skills in regard to Learning the Foreign Culture

This question aims to yield useful data regarding the language skills including listening, speaking, reading and writing EFL learners find most interesting for them to learn about the foreign culture. Learners' responses are presented in the figure below:

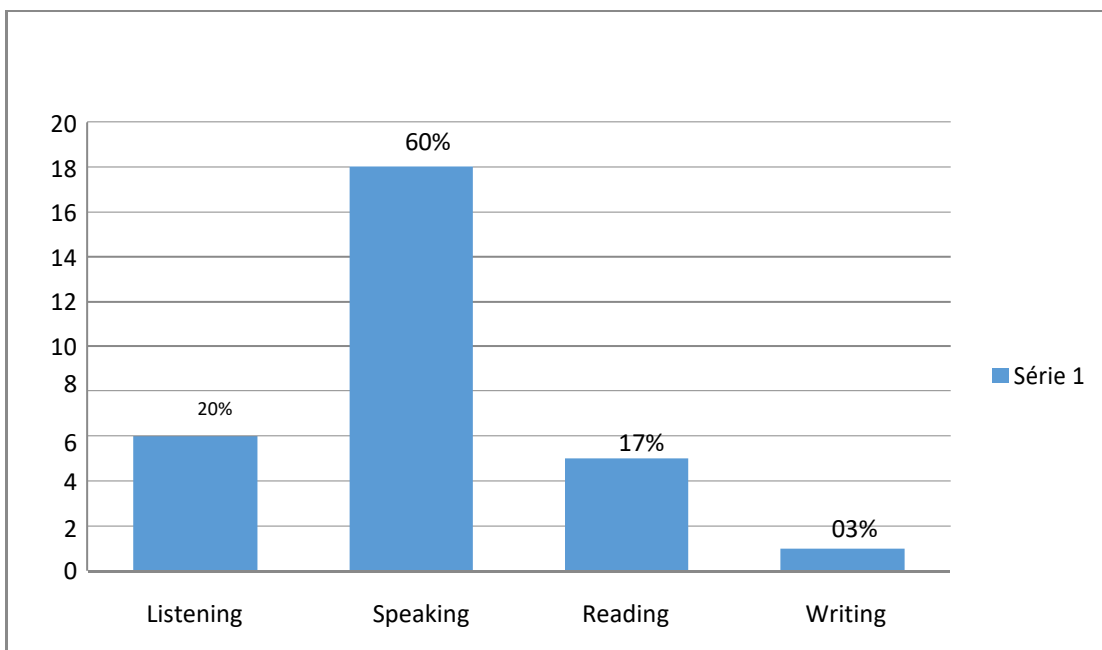


Figure 24: Learners' Opinions towards Language Skills in regard to Learning the Foreign Culture

As it is mentioned above, the majority of students (60%) stated that they prefer speaking as the most interesting language skill to learn about the foreign culture while (20%) of the respondents declared that they would rather favour listening. The rate of (17%) represents students who opted for reading whereas only (03%) of the participants selected the option 'writing'.

In the view of the results stated above, it can be said that most of the informants are interested in speaking as a skill to learn about the target culture. However, there are also learners who are interested in listening, reading and writing skills. This is due to the fact

that students have different abilities, learning needs, learning styles, and individual differences.

Item 4: Learners' Views on their Teachers' Teaching Time towards the English Culture

This question aims to elicit information regarding the teaching time teachers allocate for the English culture according to EFL learners' views. In this question, students are set to choose one answer among five answers ranging from 'Always' to 'Never'. Students' responses are displayed in the figure below:

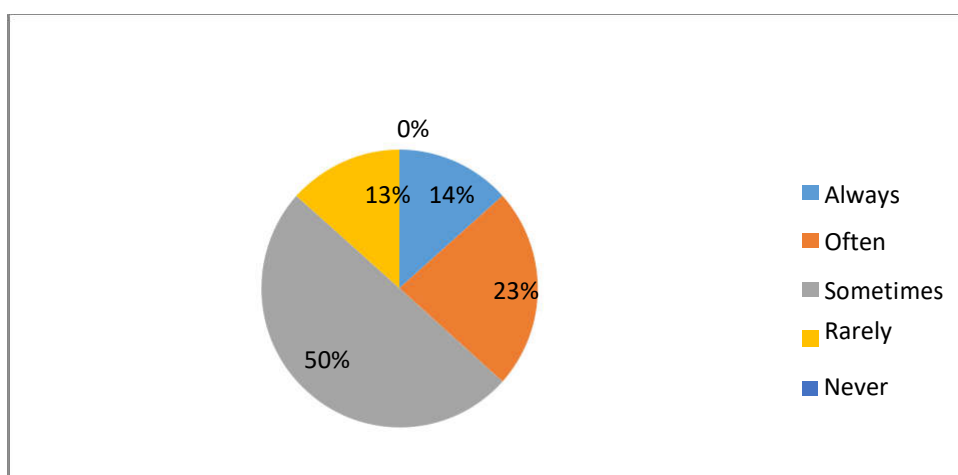


Figure 25: Learners' Views on their Teachers' Teaching Time towards the English Culture

As stated in Figure 25, the highest percentage went to option 'sometimes' followed by the rate of (23%) which represent students who opted for 'often'. (14%) of the respondents ticked the option 'always' while (13%) of the informants claimed that their teachers rarely tackle aspects of the English culture.

These views indicate that half of the teachers address aspects of the English culture from time to time. However, there are still teachers who differ in terms of the teaching time dedicated for the foreign culture ranging from 'all the time' to 'rarely'.

Item 5: Learners' Views on Their Teachers' Teaching Time towards the Algerian Culture

In order to find out whether there is balance between teaching the English culture and the Algerian culture, Q4 and Q5 made it possible to collect useful information. In this question item, students are asked to give their views about their teachers' teaching time dedicated for the Algerian culture. The results are set out in the following figure:

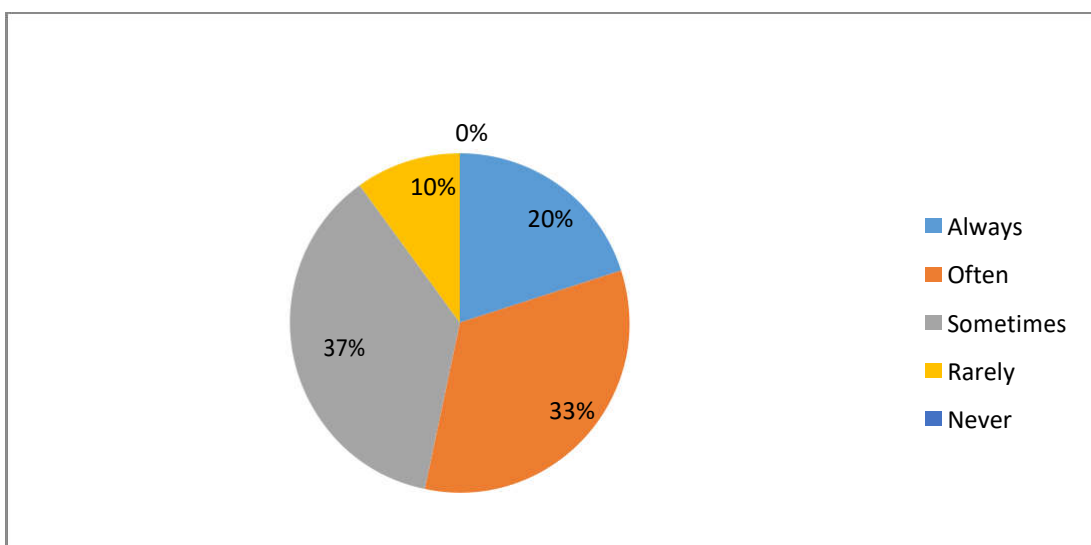


Figure 26: Learners' Views on Their Teachers' Teaching Time towards the Algerian Culture

As demonstrated in Figure 26, (37%) of the participants stated that their teachers sometimes tackle aspects of the English culture followed by the rate of (33%) which represent learners who opted for 'often'. Interestingly, (20%) of the respondents claimed that the foreign culture is always included in their lessons while only (10%) of the students said that they are rarely exposed to the English culture.

According to learners' views on both questions (Q4) and (Q5), it can be generally argued that there is approximately a balance between teaching the local culture and the target culture. These results are justified by the fact that there is balance consideration in

the different types of the cultural content presented in the official textbook ‘New Prospects’.

Section 3: Learners’ Cultural Identity and Intercultural Awareness as Represented in EFL Textbooks

The final section seeks to shed light on the learners’ cultural identity and intercultural awareness as represented in EFL textbooks. This section includes statements through which learners are expected to tick any of five answers including ‘strongly agree, agree, uncertain, disagree, strongly disagree’. In this section, learners are kindly asked to express their views about understanding the English culture in regard to learning the English language (1), the importance of learning the foreign cultural knowledge (2), the textbook representation of both the Algerian and the English cultures (3), the textbook representation of cultural themes (4), the textbook representation of the international culture (5), the cultural content of the English textbook ‘New Prospects’ (6), the impact of the English cultural content on the learners’ personality (7) and the textbook instructions and activities (8).

Item 1: Learners’ Opinions towards understanding the English culture in regard to learning the English language

This question aims to get into EFL learners’ insights as to whether they consider understanding the English culture as essential to learn the English language or not. The figure below displays the findings:

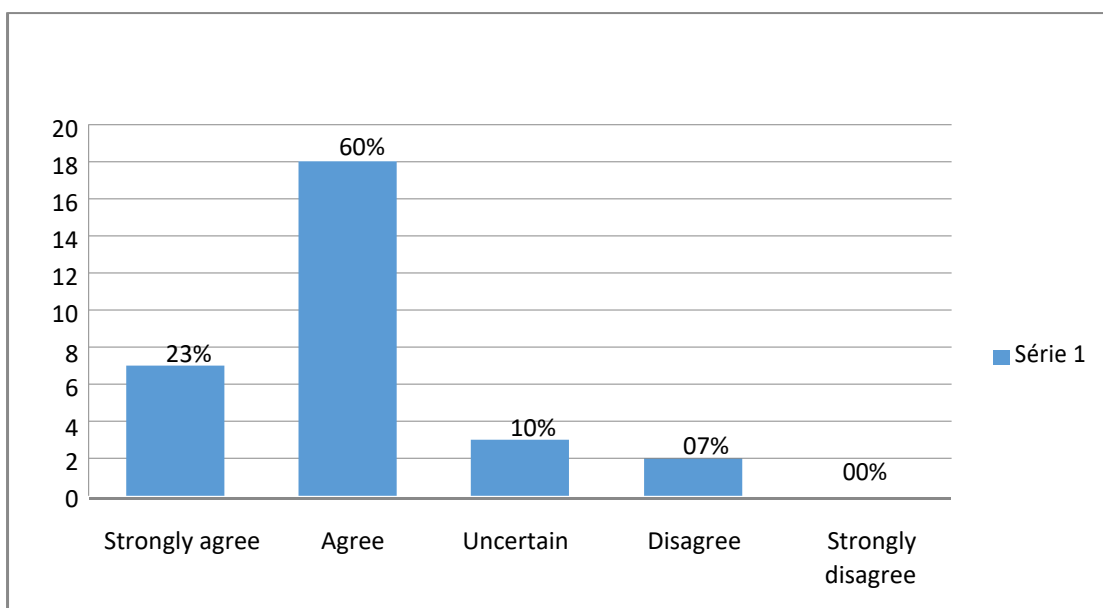


Figure 27: Learners' Opinions towards understanding the English culture in regard to learning the English language

The majority of students (60%) replied that they consider understanding the English culture as crucial to learn the English culture accompanied with (23%) of the respondents who strongly supported the idea. However, (10%) of the informants were uncertain about this statement while only (07%) of the sample disagreed with the idea. The results imply that students put into consideration the necessity to understand the foreign culture. This is due to the fact that students are exposed to the facets of the English culture during their learning process.

Item 2: Learners' Views on the Importance of Learning the Foreign Cultural knowledge

The second statement is mainly put for the purpose of investigating EFL learners' perceptions on the importance of learning the foreign cultural knowledge. The data are displayed in the figure below:

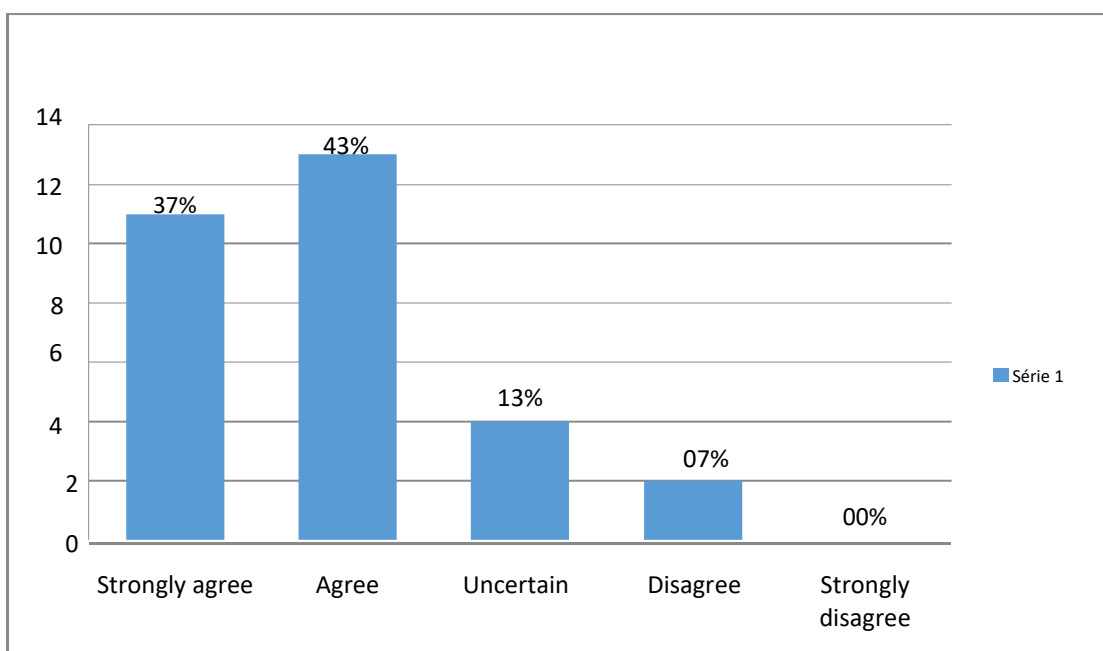


Figure 28: Learners' Views on the Importance of Learning the Foreign Cultural knowledge

According to the figure above, (43%) of the participants agreed with the statement 'The lack of foreign cultural knowledge makes it difficult to understand certain situations' in accordance with (37%) of the respondents who strongly confirmed this idea. However, the rate of (13%) represents students who were uncertain while only (07%) of them expressed their disagreement with the idea of the statement.

From the findings stated above, it can be noticed that the majority of students recognize well the importance of learning the foreign cultural knowledge. This is maybe due to the fact that learners face difficulties to understand conversations and certain situations related to the foreign culture. That is, foreign people's customs, traditions, values, lifestyle, history, food, education, and social norms.

Item 3: Learners' Perceptions towards the Algerian EFL Textbook 'New Prospects'

Presentation of both the Algerian and American / British Cultures:

This statement is meant to investigate EFL learners' opinions about the textbook representation of both the local and the target cultures. The participants' views are shown in the figure below:

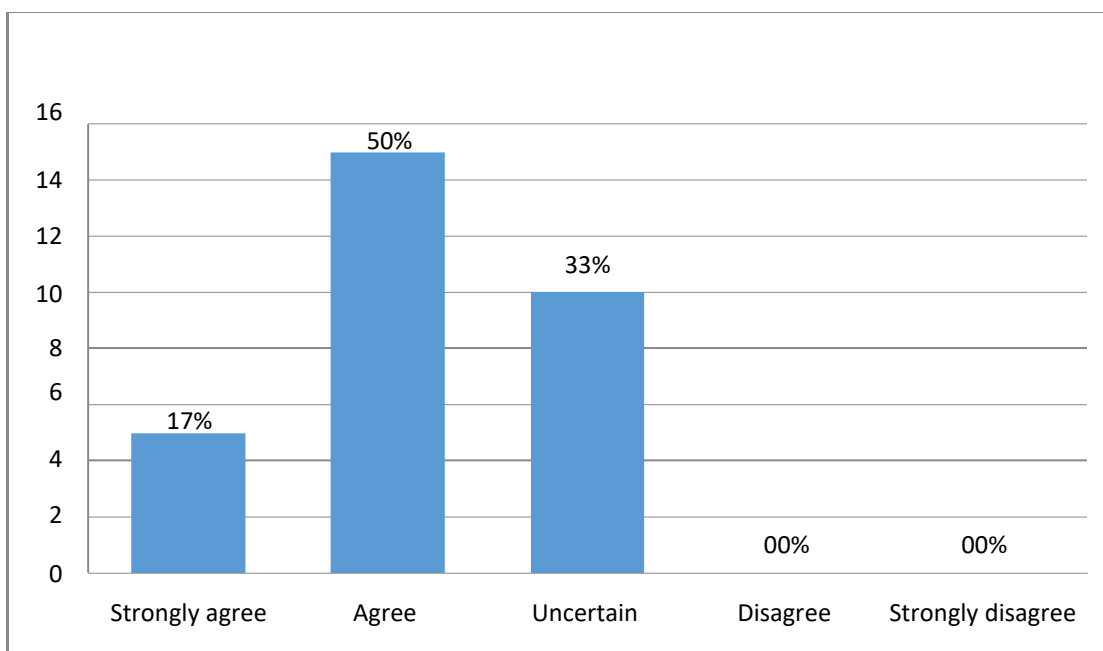


Figure 29: Learners' Perceptions towards the Algerian EFL Textbook 'New Prospects' Presentation of both the Algerian and American / British Cultures

Figure 29 illustrates that (50%) of the respondents went to option 'Agree' while (17%) ticked 'strongly agree'. Nevertheless, (33%) of the participants claimed that they are uncertain about the textbook presentation of both the Algerian and the English cultures.

Based on the findings revealed above, we could presume that most students consider the cultural content of 'New Prospects' as representative to the local and foreign cultures.

Item 4: Learners' Opinions towards the Textbook Representation of Cultural Themes

The fourth statement targets the cultural themes represented in the textbook. In this statement, EFL learners are expected to express their views about the mentioned cultural themes that are expected to be included in the units. Figure 30 demonstrates the collected data:

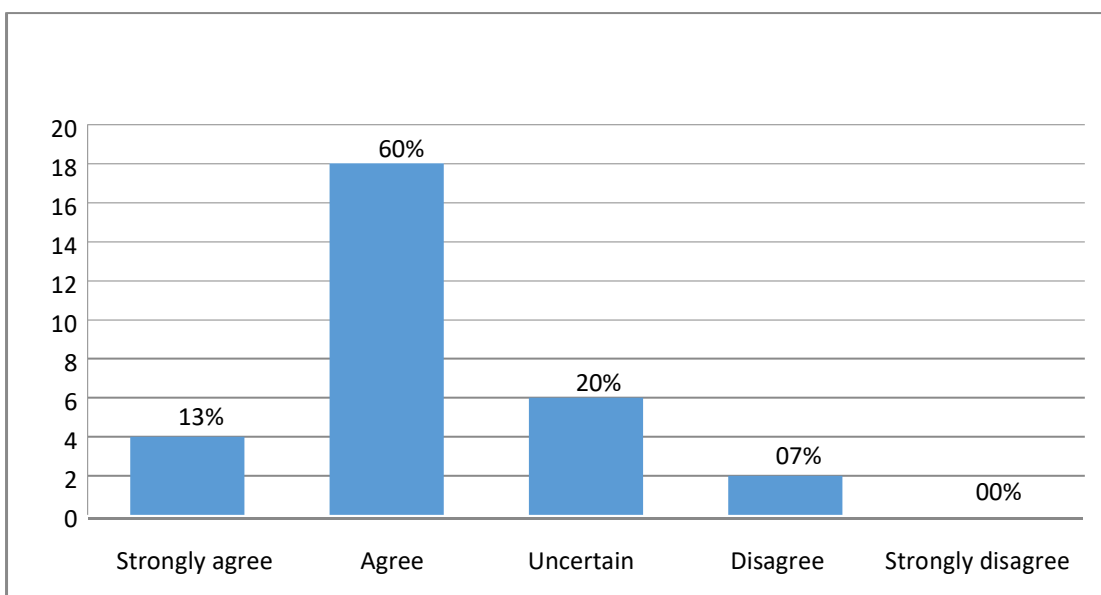


Figure 30: Learners' Opinions towards the Textbook Representation of Cultural Themes

Concerning the statement ‘ The Algerian EFL textbook covers many cultural elements including history, geography, social norms, politics, government, art, values and beliefs’, students’ responses reveal that the option ‘agree’ comes in the first position with a percentage of (60%) followed by the option ‘uncertain’ with a rate of (20%). In the third position comes the choice ‘strongly agree’ with a total number of 4 teachers (13%) and the last option is ‘disagree’ with only 2 teachers (07%).

As it could deduced from the results, most students consider the textbook ‘New Prospects’ as representative to the cultural themes stated in the statement including history, geography, social norms, politics, government, art, values, and beliefs.

Item 5: Learners' Views towards the Textbook Representation of the International Culture

Statement (5) is intended to elicit information as to whether the EFL textbook representation of the international culture helps EFL learners to raise their intercultural awareness or not. The respondents’ answers are exposed in figure 31:

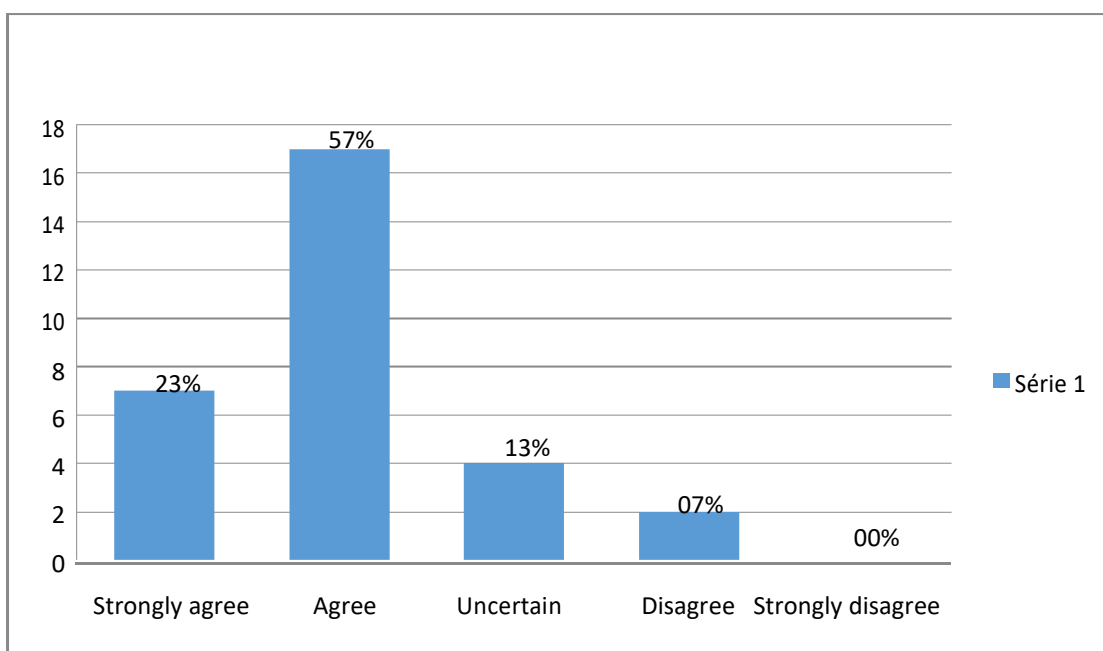


Figure 31: Learners' Views towards the Textbook Representation of the International Culture

As it can be analyzed from the above results, 17 learners (57%) agreed with the fact of considering the international culture represented in 'New Prospects' as helpful to learn about foreign cultures, joined with 07 respondents (23%) who strongly reinforced the idea. Nevertheless, 04 participants (13%) seemed uncertain while only 02 informants (07%) disagreed with the statement.

These results demonstrate that most students believe that the international culture presented in the textbook contribute to raise their intercultural awareness. Indeed, the content of the textbook proposed help EFL learners be aware of different facets of the international culture.

Item 6: Learners' Perceptions towards the Cultural Content of the English Textbook 'New Prospects'

This statement intends to see whether the cultural content of the textbook contribute to EFL learners' raising their awareness about their own culture or not. The results are summarized in figure 32:

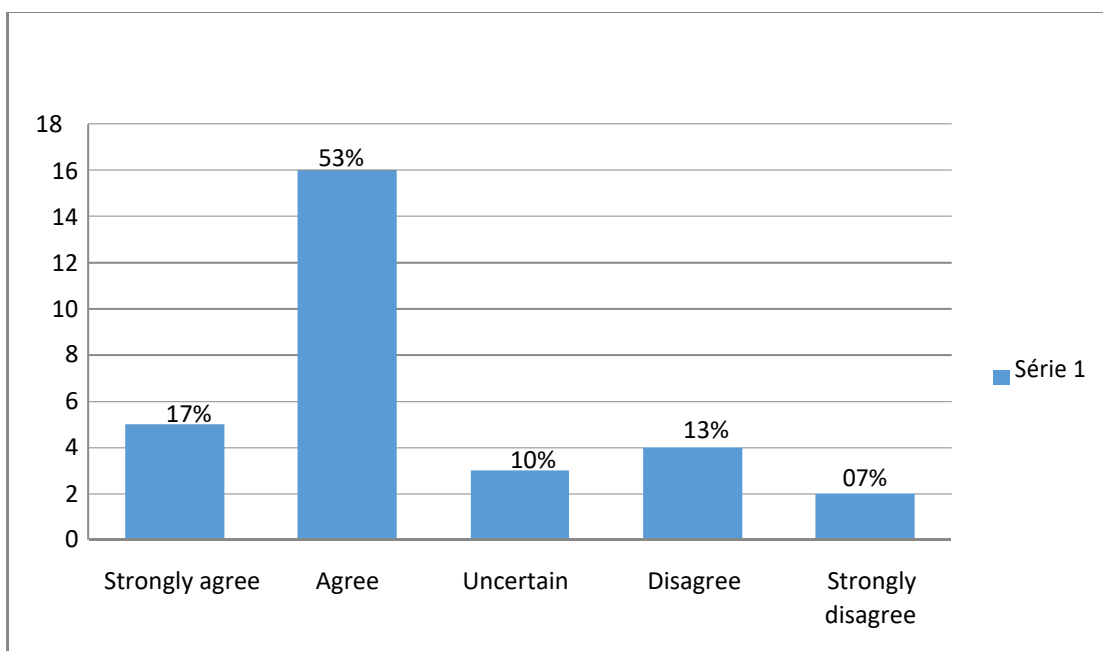


Figure 32: Learners' Perceptions towards the Cultural Content of the English Textbook 'New Prospects'

According to our informants' answers to this question, 16 students (53%) believed that the cultural content of the textbook help them be aware of their own culture, joined with 05 respondents (17%) who strongly confirmed the idea. 03 participants (10%) expressed their uncertainty while 04 learners (13%) disagreed with the statement.

In the view of the findings indicated above, we can presume that the cultural content of the textbook that is based on the source culture contributes to most EFL learners' raising their awareness about their local culture.

Item 7: Learners' Opinions towards the Impact of the American / British Cultural Content on the Learners' Personality

This statement tries to find out whether Algerian EFL learners show their appreciation and influence towards the English culture due to the cultural content presented in the textbook or not. Figure 33 tackles the present findings:

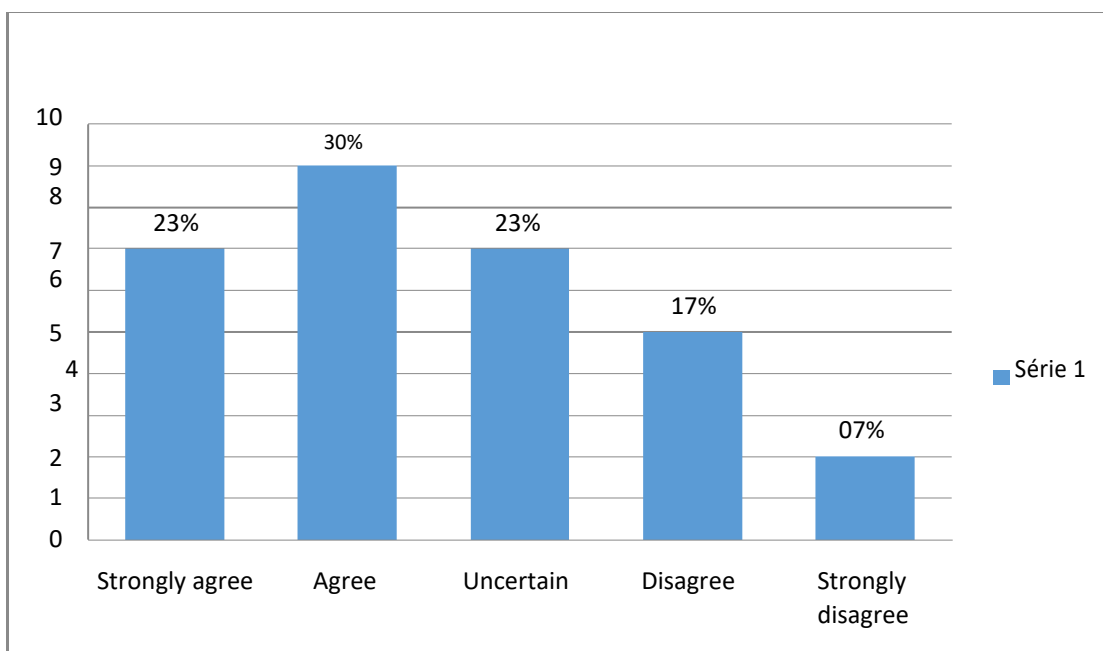


Figure 33: Learners' Opinions towards the Impact of the American / British Cultural Content on the Learners' Personality

Regarding statement (7), 09 respondents (30%) stated that the American / British cultural content of the textbook influences some aspects of their personality, joined with 07 participants (23%) who shared the same view. 07 students (23%) remained neutral. However, 05 informants (17%) didn't consider the content of the textbook as manipulating their personality, joined with 02 students (07%) who strongly shared the same opinion.

The results found here would suggest that there are learners who got influenced by the foreign cultural content presented in the textbook and those who didn't get influenced. As for the students who got influenced, we could suggest that their teachers lack the effective use of the textbook and the appropriate selection of the content and the way to teach this content.

Item 8: Learners' Opinions towards the Textbook Instructions

The last statement seeks to check whether the EFL textbook instructions contribute to raise EFL learners' intercultural awareness and value their local culture at the same time or not. Figure 34 describes the data obtained:

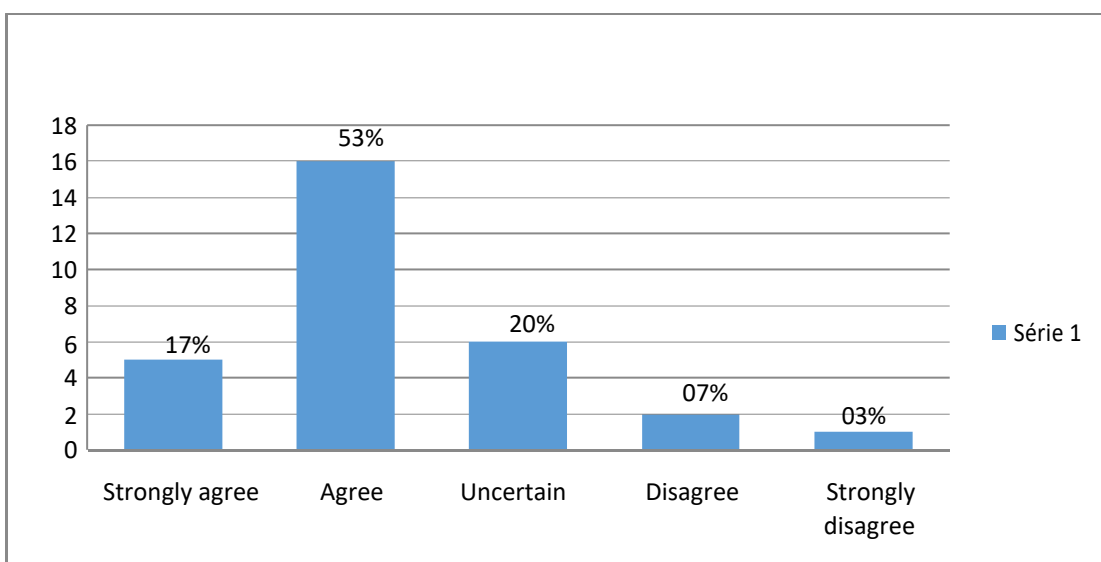


Figure 34: Learners' Opinions towards the Textbook Instructions

The statistics illustrate that the statement ‘ The EFL textbook instructions including texts, activities, and pictures help me to be aware of the cultural differences that exist in the world and value my own local culture as well ‘ has received agreement from 16 learners (53%), joined with 05 students (17%) who strongly reinforced the statement. Uncertainty about the statement was expressed by 06 participants (20%). However, 02 respondents (07%) disagreed with the idea considering the textbook instructions as not helpful to raise their intercultural awareness and keep their own culture, joined with one student (03%) who strongly shared the same opinion.

The data obtained imply that most learners believe that the textbook instructions presented in the textbook contribute to raise their intercultural awareness and value their local culture as well.

3. 2. Discussion of the Results

The results obtained in this study through the analysis of the cultural content of the textbook used to teach secondary school third year classes aimed to answer the first research question. This question was put to find out whether the Algerian textbook promotes balance proportion of local and target cultures or not. The findings that were based on the two analytical frameworks (Cortazzi and Jin, 1999) and (Chen, 2004) indicate that the textbook generally consider balance proportion of local, target and international cultures. This balance consideration in terms of the cultural content presented in the textbook help EFL learners value their own culture, tolerate cultural diversity, get rid of stereotypes positions, and have cross- cultural perspectives. Moreover, the textbook 'New Prospects' keeps balance also in terms of the cultural themes represented under Big 'C' and small 'C'. This balance helps learners deepen their knowledge about culture and reinforce both general and personal aspects of culture.

Furthermore, the textbook 'New Prospects' targets intercultural teaching and learning. Illustrations include instructions that focus on comparing between the local culture and the target culture (eg: Algerian educational system Vs American educational system, p.98). Texts based on the source culture help learners revalue their self and move towards others. Illustrations include the text 'Algeria at the crossroads of civilizations' (p, 22). At last, the representation of the international culture helped learners establish connections between countries and cultures all over the world.

The results of teachers' and learners' questionnaire revealed that most EFL teachers are aware of the importance of raising EFL learners' intercultural awareness and securing their own identity. However, the study presented a category of teachers who noticed that their students' personalities are influenced by the target cultural content proposed in the

textbook. This fact has been confirmed by a group of EFL learners who showed appreciation and influence towards the foreign culture. The findings of the teachers' questionnaire imply that some EFL teachers lack a professional training that would help them deepen their knowledge and understanding about culture teaching and particularly use the textbook 'New Prospects' as expected by the textbook writers. This category of EFL teachers may lack the effective use of the textbook in terms of the selection of the cultural content and the way to teach this content.

3. 3. Pedagogical Implications

➤ Designers of EFL teaching materials can consider the findings of this research when selecting these materials' contents. It is significant for material designers to know the consequences of the choices made when selecting the topics representing the learning objectives. The analysis of the textbook is the first step towards revising and enhancing its content.

➤ Algerian high school teachers of English are the most important category affected with the findings of the present research. It gives an opportunity to take Algerian EFL teaching a step forward through supplementing teachers with a good scale to refer to when using the analyzed textbook. Understanding the nature of the content represented in this textbook serves as a guide for the teachers' practices inside the classroom and adjusts the ways in which they may select and teach a particular topic.

➤ It is beneficial for the English language teachers to understand the different perceptions of the textbook content from the side of learners; this allows them to develop strategies of selection and presentation that facilitates the ways of interaction inside the classroom and ameliorate the achievements of learners.

➤ It highlights the necessity for Algerian EFL teachers who expressed their inability to implement the cultural content presented in the textbook 'New Prospects' to

take a professional training to dig deeper into effective culture teaching using the content of the textbook in respect to developing learners' intercultural awareness and securing their own cultural identity.

➤ It provides a blue print that supports a pedagogical strategy for developing EFL learners' intercultural competence, besides, it emphasizes cultivating the local culture of the learners and securing their identity from being negatively influenced by the multi-cultural representation in EFL classrooms.

3. 4. Limitations of the Study

➤ This study was intended to include the three Algerian English language textbooks used in high schools, however the time framework was insufficient to do the analysis of all of the three textbooks.

➤ Due to the unexpected conditions that our country is going through because of the pandemic, which led to the close of schools, the research samples were changed and uneasily contacted.

➤ The content analysis is more valuable when accomplished through an analytical program; however, the unavailability of this program resulted in referring back to the manual analysis that may contain some hesitating data.

3. 5. Recommendations for Further Researches

The present study is a step that may be followed by many other researches in the area of study. Resulting from this research's procedures and findings, the following suggestions may be a good background for future research concerning the teaching textbooks used in EFL classrooms.

First, topics related to intercultural competence are highly estimated such as conducting studies on developing learners' intercultural awareness through using visual

aids or more vivid ways like exposure to other cultures through contact with people of different cultures. Second, it may be also a valuable study that which takes a larger more representative sample like university students as a result to their long contact with the language and its culture.

Third, researchers may consider more concrete issues such as learners' behaviors inside and outside the classroom that may be contributed to their intercultural knowledge. Finally, the cultural identity of foreign language learners is a rich research topic; the researcher may consider the ways in which a language learner may develop an identity that is alienated and does not correspond to his own culture.

Conclusion

This chapter has provided a detailed analysis of the data gathered through the research instruments. It provided a thorough discussion of the findings of the content analysis in addition to the findings of the two questionnaires. This part of the dissertation is the link between the research aims and the research results. It concludes the study process by providing answers to the research questions.

As a conclusion, this chapter presented some useful pedagogical implications that may be acquainted with the research findings. Moreover, it highlights the main limitations encountered by the researcher and some suggestions in order to serve as a guide for the future research related to the topic under study.

General Conclusion

GENERAL CONCLUSION

The growing interest in learning foreign languages has raised many questions concerning the objectives of FL classes, the learning processes involved in FL learning, the means by which these languages are transmitted and the outcomes achieved by the learners. This study is an endeavor to discover the logical link between two parts of EFL learning process; the used textbooks and the intercultural awareness of learners involved in the learning settings.

The present study opts for testing the two research hypotheses in order to provide accurate answers for the research questions. The first hypothesis claims, “the “New Prospects” textbook is designed to teach the target language taking into consideration the local identity of learners”. This hypothesis was confirmed through analyzing the cultural content of the textbook used to teach secondary school third year classes ‘New Prospects’. Whereas, the second hypothesis which states that “Algerian EFL secondary school teachers can employ the textbooks’ instructions effectively to raise learners’ intercultural awareness and help them preserve their own identity” has been almost proved through using two research instruments including teachers and learners’ questionnaires. The findings indicate that most EFL teachers managed to effectively use the cultural content of the textbook “New Prospects” for the purpose of developing learners’ intercultural awareness, while the rest of teachers who tended to have difficulties with implementing this content were recommended to take a professional training that would help them use the textbook effectively as expected by the textbook writers.

In order to conduct the three surveys presented in the research, the researchers had to examine literature related to the three variables including Identity, intercultural awareness, and textbooks. Identity as a theoretical part contributes to understand the concept of

GENERAL CONCLUSION

identity and particularly cultural identity from a wide range of perspectives. Digging deeper into topics including learners' cultural identity, culture and language teaching, intercultural communicative competence and textbooks as part of EFL teaching materials helped to learn more about school climate, instruction, and classroom culture.

In order to get reliable and valid data, the researchers employed the qualitative and quantitative methods using three research instruments. The first is a content analysis that targets the cultural content of the Algerian English language textbook "New Prospects" in an attempt to investigate balance proportion of the source and target cultures and the second is a questionnaire that spots Algerian EFL teachers and learners perceptions of this cultural content. The research's samples included Algerian secondary school teachers of English as a foreign language and secondary school third year students.

On the basis of the previous processes involved in the present study and the data gathered using the two employed research techniques, this chapter sets up the final step of the study which concludes the research findings. The data gathered through the content analysis of the 'New Prospects' textbook revealed that it, most of the time, gives balanced proportions of the three sources of cultures including the source, target, and international cultures. This textbook presents the different sources of culture throughout the content of the six teaching units according to the themes tackled in each unit and assembling with the presented topics.

Moreover, the findings of the two questionnaires represented the ways in which Algerian EFL teachers and learners perceived the cultural content presented in the textbook as well as the ways of using these contents in order to develop learners' intercultural awareness and help them secure their local identity. In the light of these findings, the

GENERAL CONCLUSION

research concludes that the effective use of the teaching textbook content is related to teachers' experiences and knowledge about the textbook implementations.

This study is an endeavor to help the designers and users of the teaching materials ameliorate their tasks in order to make the learners benefit as much as possible from the teaching / learning process. It is highly significant for both teachers and learners to understand the content of the textbook and to internalize the objectives of dealing with this type of knowledge. Thus, this will lead to the effective learning and application of knowledge.

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APPENDICES

Appendix one

High School Teachers' Questionnaire

This research aims at investigating EFL learners' identity and intercultural awareness as represented in EFL high-school textbooks. As textbook users, teachers are believed to hold reliable opinions concerning different aspects and contents of these materials. Your cooperation will be highly appreciated and your answers will be confidential and will strictly be used for research purposes.

You are kindly invited to answer the following questionnaire to the best of your knowledge and as objectively as possible by **completing the required information** (e.g., number), **putting a tick (√) or a symbol like + or x in the appropriate column**, or **circling the appropriate letter (s)** (a, b, c, ...etc.) wherever required. Some questions may require more than one answer/ option. Some other answers (statements) require of you to express your opinion by selecting whether you strongly agree (SA), agree (A), cannot decide (or uncertain) (U), disagree (D), or you strongly disagree (SD).

I. General Information

- 1. Number of years spent in teaching English (number)
- 2. Number of years using "New Prospects"
- 3. Do you use (other) textbooks other than "New Prospects"? Yes No

If so, please, name some titles of the textbooks you used/ have been using.

.....

II. EFL Teaching Methodology

- 1. What element (s) do you consider most important when teaching English?
 - a. The content of the curriculum
 - b. Language skills
 - c. Language materials
 - d. Other (s); please, specify:

- 2. Which approach (es) do you adopt when teaching language skills?
 - a. Competency-based approach
 - b. Grammar Translation Method

APPENDICES

<ul style="list-style-type: none"> c. Direct Method d. The Audio-lingual Method e. Communicative Language Teaching f. The Silent Way g. Total Physical Response h. Task-based Language Learning i. Other (s); please, specify: 					
III. Using Textbooks in EFL Teaching	SA	A	U	D	SD
a. Different aspects of the target (English) language receive different emphasis during the teaching process.					
b. The absence of the context of language use affects the outcomes of the language teaching process.					
c. Culture is an important item in language teaching.					
d. EFL teaching requires the development of intercultural competence.					
e. The teaching materials have a significant role in EFL teaching.					
f. Algerian EFL textbooks are useful, well-designed materials.					
g. The cultural content of Algerian EFL textbooks can help in developing learners' intercultural awareness.					
h. EFL teachers are trained to use the textbooks' instructions for the development of learners' intercultural awareness.					
IV. Intercultural Learning in EFL Classrooms					
1. How often do you address aspects of the American or British Culture in the classroom? <ul style="list-style-type: none"> a. Always b. Often c. Sometimes d. Rarely 					

e. Never

2. How often do you address aspects of the Algerian Culture in the classroom?

- a. Always
- b. Often
- c. Sometimes
- d. Rarely
- e. Never

3. How do you perceive Intercultural Communicative Competence?

- a. As knowledge about the values of other cultures in regard to one's local culture.
- b. As the ability to understand cultures, including one's own, and examine the relationship between these cultures.
- c. As being open-minded, inquisitive and tolerant towards other cultures.
- d. As Communicating effectively and appropriately in different intercultural contexts or situations.
- e. Other (s); please, specify:

4. How do you integrate intercultural learning in your teaching (in the classroom)?

- a. Using international and local news for reflection and debating in the classroom.
- b. Designing engaging activities that help students explore situations that focus on values.
- c. Designing high quality workshops for students to learn about cultural diversity.
- d. Inviting native English speakers to your classroom.
- e. Other (s); please, specify:

V. Securing EFL Learners' Cultural Identity	SA	A	U	D	SD
a. The outlined learning objectives consider learners' developmental processes.					
b. The content of the textbooks can manipulate some aspects of learners' personality.					
c. The use of textbooks in the process of language teaching can result in learners appreciating other cultures rather than their own.					
d. EFL teachers' realization of the textbook instructions can help learners secure and value their own culture.					

Appendix two

High School Students' Questionnaire

This questionnaire is part of a research work that aims at investigating learners' cultural identity and intercultural awareness as represented in EFL high-school textbooks. It seeks to get insights into learners' perceptions of the content of EFL textbooks and the way it affects their development. Your cooperation will be highly appreciated and your answers will be confidential and will strictly be used for research purposes.

You are kindly invited to answer the following questionnaire to the best of your knowledge and as objectively as possible by **completing the required information (e.g., number), putting a tick (√) or a symbol like + or x in the appropriate column, or circling the appropriate letter (s) (a, b, c, ...etc.) wherever required**. Some questions may require more than one answer/ option. Some other answers (**statements**) require of you to express your opinion by selecting (with a √ or + or x) whether you ***strongly agree* (SA), agree (A), cannot decide (or *uncertain*) (U), disagree (D), or you *strongly disagree* (SD)**.

I. General Information

1. What is your field (branch) of study?

- a. Philosophy and Arabic Literature
- b. Foreign Languages
- c. Natural Sciences
- d. Technical Mathematics
- e. Civil Engineering
- f. Economy and Management

2. How many years have you been studying English?

3. From 1 (low) to 5 (high), how do you rate your ability for reading, writing, speaking, and listening in the English language?

- a. Poor (1)
- b. Limited (2)
- c. Average (3)
- d. Good (4)
- e. Excellent (5)

II. Textbook Representation of the English Culture**1. What aspect (s) of English do you find most interesting?**

- b. Language skills (such as: speaking, listening, reading, writing, grammar, vocabulary)
- c. American / British cultures.
- d. International culture
- e. Other (s); please, specify:

2. How do you define/ perceive culture?

- a. An organized group of individuals associated together for religious, cultural, scientific, political or other purposes.
- b. A set of basic and fundamental beliefs that guide or motivate attitudes or actions.
- c. A set of characteristics and knowledge shared by a group of people including language, religion, social norms, attitudes, food, lifestyle, music, customs and values.
- d. A system of communication in speech and writing used by people of a particular country or area.

3. Which language skill (s) do you find most interesting to learn about the foreign (English) culture?

- a. Listening
- b. Speaking
- c. Reading
- d. Writing

4. How often does your teacher address/ present aspects of the English (American and British) culture in the classroom?

- a. Always
- b. Often
- c. Sometimes
- d. Rarely
- e. Never

<p>5. How often does your teacher address/ present aspects of the Algerian culture in the classroom?</p> <p>a. Always</p> <p>b. Often</p> <p>c. Sometimes</p> <p>d. Rarely</p> <p>e. Never</p>						
<p>III. Learners' Cultural Identity and Intercultural Awareness as Represented in EFL Textbooks</p>		SA	A	U	D	SD
<p>1. Understanding the English culture is essential to learn the English language</p>						
<p>2. The lack of foreign cultural knowledge makes it difficult to understand certain situations.</p>						
<p>3. The Algerian EFL textbook "New Prospects" represents aspects of both the Algerian and American/British cultures.</p>						
<p>4. The Algerian EFL textbook covers many cultural elements including history, geography, social norms, politics, government, art, values and beliefs.</p>						
<p>5. The EFL textbook representation of the international culture helps me to learn more about foreign cultures and people all over the world.</p>						
<p>6. The cultural content of the English textbook helps me to be more aware of the Algerian culture including aspects of education, history, economy, lifestyle and values.</p>						
<p>7. The American/ British cultural content of the textbook influences the way I express myself in terms of lifestyle, education, customs and values.</p>						
<p>8. The EFL textbook instructions including texts, activities, and pictures help me to be aware of the cultural differences that exist in the world and value my own local culture as well.</p>						

Definition of Key Terms

Algerian culture: culture of Algeria, Islamic North Africa and Islamic nation as one entity.

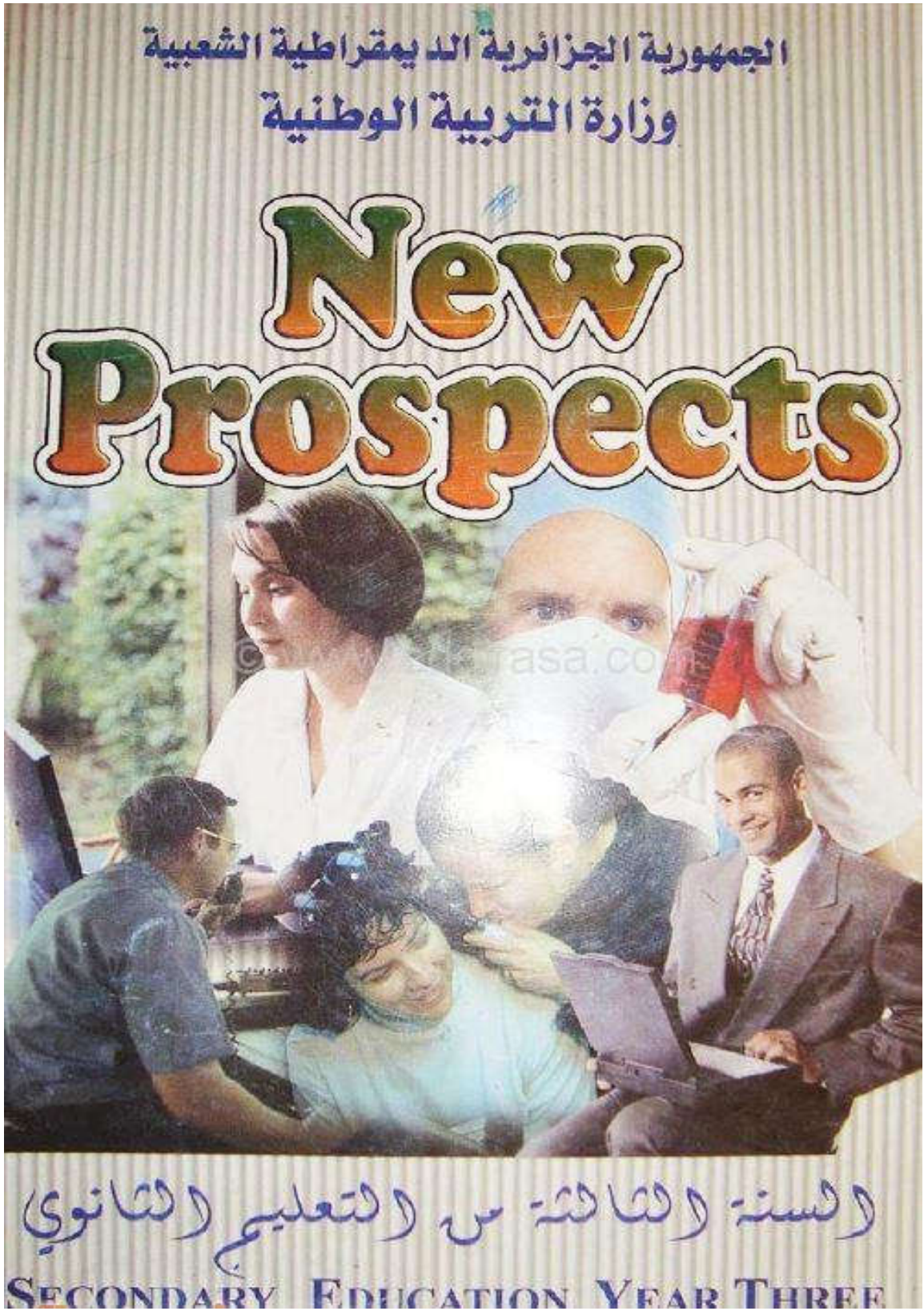
American culture: culture of the United States of America which encompasses the customs and traditions of the United States.

British Culture: culture of people living in the United Kingdom.

International culture: a wide variety of cultures of people living in different countries all over the world.

Appendix three

Textbook 'New Prospects'



المخلص

لقد أصبح الوعي بالثقافات الأخرى من متطلبات العيش في القرن الواحد والعشرين نظرا للدور الذي يلعبه في التواصل بين الأشخاص من مختلف المجتمعات. الهدف من هذا البحث هو تحليل المحتوى الثقافي للكتاب المدرسي للغة الانجليزية المستخدم لتدريس الأقسام "النهائية في الثانوي في المدارس الجزائرية بغية فهم الأثر الذي يخلفه هذا المحتوى على الوعي الثقافي للتلاميذ و على شخصيتهم. و يسعى البحث أيضا إلى استكشاف استراتيجيات أساتذة اللغة الانجليزية لتطبيق تعليمات الكتاب المدرسي مع ضمان حفاظ التلاميذ على مقومات الشخصية المحلية. تم استعمال مزيج من أدوات البحث الإحصائية التي تتمثل في تقنية تحليل المحتوى من اجل دراسة المحتوى الثقافي للكتاب تحت الدراسة بينما استخدم الاستبيان لفهم طريقة أساتذة و تلاميذ اللغة الانجليزية في استيعاب و استثمار هذا المحتوى. التحليل المتمعن للمعطيات المتحصل عليها اظهر إن الكتاب المدرسي يحافظ على الطرح المتوازن لمختلف الثقافات في اغلب المواضيع عموما بالإضافة إلى أن أغلبية الأساتذة المشتركين في الدراسة يعون المحتوى الذي يقدمونه للتلاميذ و باستطاعتهم استعماله للحفاظ على الشخصية المحلية لتلاميذهم و تشجيعهم على تقدير ثقافتهم الأصلية. بينما تحتاج الأقلية المتبقية من الاساتذة ، التي أعربت عن عدم قدرتها على استعمال هذا المحتوى ، إلى تدريب مهني فيما يخص استخدام الكتاب المدرسي بشكل فعال. هاته الدراسة هي محاولة لتطوير رؤى جديدة في مجال تدريس اللغة الإنجليزية كلغة أجنبية تتعلق بشكل أساسي بتطوير وعي المتعلمين بالثقافات الأخرى من خلال الاستخدام الفعال للكتاب المدرسي ، وإبراز هويتهم المحلية في السياق الثقافي ومساعدتهم على تقدير قيمهم الثقافية الخاصة.

المصطلحات: الوعي بالثقافات الأخرى، الهوية المحلية ، الكتاب المدرسي للغة الإنجليزية، المحتوى الثقافي.