

Teaching Culture in EFL Classrooms and Educational Reforms: An Overview on Textbook Content and Teachers' Perceptions and Practices

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Abstract:

The aim of this study is to identify the cultural content in in-use EFL textbook for fourth year middle school students, which was recently produced as part of the implementation of the Second Generation Programs. Furthermore, it seeks to explore EFL Teachers' perceptions of the role and significance of cultural knowledge in English language instruction. Descriptive content analysis method was used to codify the information of the target textbook. A relevant questionnaire and interview were administered to EFL teachers working in middle schools around Khenchela, and two national education inspectors. Overall, the findings of the textbook analysis suggest that it covers a narrow range of topics. The questionnaire and interview analysis results reveal a number of discrepancies and gaps. Based on the findings, it is possible to conclude that language and culture teacher training programs are essential.

Keywords: Content Analysis; Culture; EFL Teachers; EFL Textbooks



I. Introduction

Education is a tool that leaders can utilize to mold future generations. It is crucial to a country's growth because it prepares young people to be active members of society by teaching them to think critically, with compassion, and an open mind. Therefore, Algerian officials have focused on creating clear targets since they understand the significance of this sensitive sector. Subsequently, the educational system in Algeria has undergone numerous reforms in accordance with the most widely acknowledged effective philosophies since independence (1962).

Two major projects were implemented gradually since 2005: First, the competency-based approach, which echoed a paradigm shift in the

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teaching-learning process from teacher-centeredness to learner-centeredness, as well as from the accumulation and transmission of linguistic knowledge and ideas to a paradigm of interaction and integration. Next, the second generation approach for middle school education which mainly reformed school curricula in the form of skills and textbooks (Benadla, 2013)

Algeria's current national curriculum for teaching English at the Middle School level encourages both instructors and students to engage in meaningful interactions by bringing real-world scenarios into the classroom. Traditional English language teaching has been taught in isolation, resulting in ineffective communicators. Accordingly, the fundamental goal of the new English curriculum is to promote communicative competence in English and to achieve linguistic, methodological, and cultural goals. Learners must gain knowledge of the target culture and its customs, as well as build good attitudes and intercultural competencies. However, due to the limited direct contact with speakers of the target language, the textbook becomes the core material that provides the language and cultural input that learners need to carry out classroom activities, and upon this, the textbook should provide tasks that develop skills useful for effective intercultural communication.

The current study aims to elicit insights about culture teaching in the Algerian middle school EFL classroom in connection to textbook content, teachers' perceptions, and their practices. A study in the Algerian context, particularly at middle schools, is needed to evaluate how teachers perceive integrating culture in language education and developing culturally competent learners.

II. Literature Review

Many Scholars (Kramsch, 1993, Byram, 1997, Seelye, 1993, Chastain, 1988 cited in Appaspour, 2012) highlighted the significance of bringing culture into foreign language classrooms. Immersion in the target culture is essential for effective target language teaching and learning in an EFL setting (Hilliard, 2014). In the EFL context, , teaching culture should act as a mirror through which students can see their own culture reflected rather than pushing or exhibiting the superiority of one culture over another. Since culture is currently regarded as a component of values education, it should be a conscious, intentional activity based on critical thinking and tolerance for differences (Tamrabet, 2019). The increased emphasis on the importance of culture as well as intercultural competence in language teaching has

motivated great research into cultural representations in language textbooks (Premier & Miller, 2010). Since students should be linguistically and culturally competent, it is critical to understand how much English culture is incorporated into their EFL lessons and what can be done to assist in the incorporation of culture in EFL classrooms.

Despite the significant advances in language teaching resources, textbooks continue to be the most commonly used instructional material in the classroom. Textbooks serve several purposes and have an impact on the overall teaching and learning process. It functions as a teacher, map, resource, trainer, authority, and deskiller (Cortazzi & Jin, 1999). In this vein, the question of adding cultural teaching into foreign language studies began to echo in the Algerian educational setting. According to Merrouche (2006), "Culture remains the weakest component of the Algerian FL class due to uneven treatment in the course book, lack of familiarity among teachers, lack of familiarity with the techniques needed to teach it, and the learner's unawareness of its relevance." A lack of agreement on how to introduce cultural components into the classroom is one of the most difficult issues a teacher may face.

Before delving into the revised curriculum (2016), also known as the Second Generation Curriculum, a definition of the term 'Curriculum' is required. In its broadest meaning, a curriculum refers to the set of courses that comprise a field of specialty. It is defined as a plan outlining the aims, topics, and strategies for teaching-learning situations. It comprises, among other things, learning objectives, projects, sequences, lessons, and assessments. Because it is at the center of the teaching-learning process, it is frequently the target of revisions (Coşkun & Aslan, 2021).

Algerian educational officials implemented the updated curriculum in April 2016. According to Benramdane (2016), second generation programs improve on current ones without changing the subject structure or hourly volume. New textbooks have been developed to assist students in gaining the abilities they require in their daily lives. Furthermore, the newly implemented programs were preceded by training for inspectors and teachers.

According to research, teaching styles and approaches play an important influence in learning, particularly language learning. According to Scrivener (1994), there is no optimum methodology in this area. Teachers must adjust their own views and knowledge to the conditions of the classroom. They are concerned with the teaching methods and procedures

(syllabus) in addition to the content. Algerian EFL teachers are heavily confined by textbooks. Regardless of the subject matter, the instructor can always add his or her own unique touch.

III. Previous Studies

Textbooks present students with implicit and explicit representations of other cultures and values. Therefore, educational analysis and evaluation of textbooks is critical (Hilliard, 2014). Second generation textbooks have been released recently, from 2016 to 2020, and few studies have been conducted on their content in general or cultural one in particular. Chami (2020) aimed at exploring the intercultural competence in the English textbook for 4th level 'My Book of English 4'. Similarly, Sidali (2020) evaluated 'My book of English series' using analysis criteria based on Risager's and Skopinskaja's work. The results showed that cultural presentations in textbooks don't assist students in interpreting cultural elements from various perspectives. In parallel, Dehda (2020) investigated the content of the same series in terms of its intercultural tasks and cultural content. To that end, he employed Sercu's framework to conduct the analysis.

These studies considered textbooks from different points of view and using different instruments. However, they mainly addressed intercultural competence and the 3 categories of culture in the above mentioned textbooks. Furthermore, these studies did not provide a detailed description of the content in the target textbooks. The results were brief and do not delve into the insights of EFL middle school elements in the Algerian setting. Accordingly, this descriptive study aims to bridge the gap in the literature and focus the analysis of 'My Book of English 4' in relation to teachers' perceptions and practices. It aims to expand on previous research by identifying the various topics, accents, illustrations and their distribution. Moreover, the EFL teachers' perceptions about integrating culture into their teaching and to what extent they reflect it in their actual classroom teaching are also included.

IV. Research Methodology

1- Research Design

For the aims of the study, we opted for a mixed-methods approach to data collecting and analysis as a method to obtain an in-depth understanding of the situation in question. To this end, an exploratory sequential procedure has been adopted. For the qualitative part of the study, descriptive content analysis is used. It aims at exploring the cultural content in the second

generation textbook intended for fourth year middle school level. However, a quantitative data collection method is also applied, in which frequencies, numbers, and percentages of appearances and actions containing cultural information is described and analyzed. In addition to the interpretive data acquired from a questionnaire distributed to a population of English language teachers at khenchela and an interview with two national education inspectors at the middle school level.

2- Data Collection Instruments

The study aims to identify the range of topics in "My Book of English 4" taking into account middle school teachers' perceptions of teaching culture and their practices in the classroom. To this end, three commonly used language teaching research tools are employed:

- 1- A content analysis of an EFL textbook
- 2- A questionnaire for EFL teachers
- 3- An interview with inspectors

Content Analysis is an analytical technique used to determine the frequency, order, or intensity of material. Content is commonly recognized as an impartial and dependable method in historical or educational research. It is utilized throughout the data categorization and organization phase to identify relevant patterns or categories in the major texts by following defined guidelines. Written texts, listening scripts, and visuals, as well as any phrase, picture, idea, or topic intended for communicative purposes, are all included in the content (Krippendorff, 2004). Hilliard's framework (2014) combines the ideas of Hall (2002) and Sercu (2000). It offers a tool to analyze topics, images, and audio scripts.

A detailed questionnaire for middle school EFL teachers of EFL has been carefully constructed in order to offer a clear understanding of the cultural background. It seeks factual, behavioral, and attitudinal information about EFL teachers' perceptions and behaviors towards cultural integration in their classes. It was distributed to a population of English language teachers at khenchela. Following the completion of the questionnaire, two inspectors participated in structured interviews to gain a better understanding of instructors' methods of teaching and integrating culture in the foreign language classroom.

V. Results

1. Results of the Content Analysis

“My Book of English 4’ is designed for students aged 14/15 who have already studied English for three years. An explanation of the whole content of the textbook is depicted in the book map. The themes and topics of the three sequences are listed in Table 1:

Table 1 Themes and Topics in ‘My Book of English 4’

Sequence one	Sequence two	Sequence three
Me, Universal Landmarks and Outstanding Figures in History, Literature and Art	Me, My Personality and Life Experiences	Me, My Community and Citizenship

a- Topics

According to the findings, the textbook covers around 11 cultural topics. The most prevalent ones are personal life, travel and tourism (other), education, family, and community. A closer look reveals that the sub-topic 'Personal life' has the highest frequency, accounting for almost 20% of the overall number. This topic is mostly about famous people, special events, life experiences, and people sharing their ambitions and projects. There is a 10% travel coverage and a 12% family coverage. Food and beverages, geography, education, and community make up 5% to 7% of the total. Food is mentioned as another cultural topic in sequence three by introducing Algerian cuisine, table etiquette, and hospitality. While only 2% is accounted for by history, employment, and animals.

Table 2 Total Frequencies and Percentages Presenting Topics of Culture in 'My Book of English 4'

Personal Life, Identity	Family, Family Life	Community	Sports	Health, Welfare	Travel
08 20,51%	04 10,25	03 7,69%	/	/	05 12,82%
Education	The Workplace, Occupations	Current Events	Transportation	Commerce, Economy	Media, communication
3 7,69%	1 2,56%	/	/	/	/
Culture	Arts, Humanities	Food, Drinks	Body, Fashion	History	Environment
		03 07,69%		01 2,56%	
Leisure, Hobbies	Science, Animals	Politics, Charities, World Organizations	Transportation	Geography	Other
/	01 2,56	/	/	02 5,12%	8 20,51%

The first sequence is loaded with themes regarding tourist destinations. It covers landmarks from different countries and encourages pupils to discover new facts about others. The second sequence introduces pupils to the topic of national identity. That is crucial considering that the textbook is aimed at middle school students. At this point, the learners are incredibly curious. They are trying to figure out their identities and personalities. Therefore, exposing famous, successful people would give them positive role models. This supports the 2016 curriculum's objectives of fostering national and global values and helping students become good citizens. The third sequence focuses on values. It is mainly devoted to charities and international organizations.

Important topics like religion, the environment, and current events are not covered in the target textbook, which suggests that the scope of 'My Book of English 4' is rather constrained and does not cover all of the cultural issues mentioned in Sercu's (2000) and Hall's (2002) frameworks. It might be the result of textbook publishers' tendency for avoiding issues that Gray (2002) terms as "inappropriacy." They typically avoid sensitive or unfavorable material and instead concentrate on neutral or positive aspects of culture.

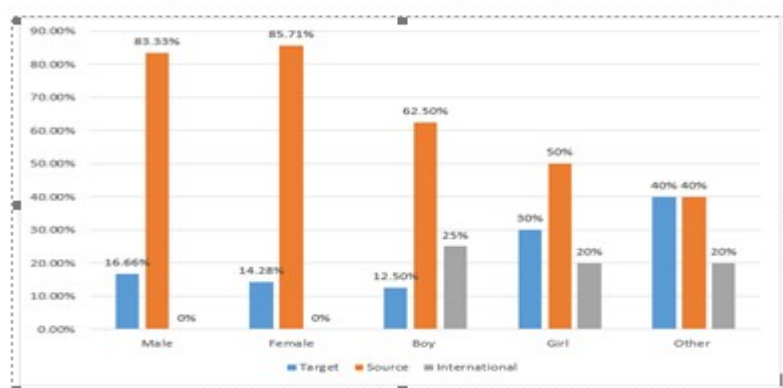
The integration of different cultural issues in textbooks is particularly advantageous for the students since it helps them see culture as an integral part of learning. In other words, students study more effectively and develop

the abilities necessary for effective interaction with peers from other nations (Sercu, 2000). Textbooks that include cultural content can help pupils learn more. Some reading texts, listening comprehension exercises (dialogues), and pairs or groups responding to brief discussion questions all include illustrations of these details. These activities are effective at raising students' awareness and cultural knowledge, but they fall short of meeting the criteria for fostering communicative competence because they don't replicate real cross-cultural interactions and situations (Hilliard, 2014).

b- Images

To establish how ethnicity is represented in the textbook's illustrations, the dress, setting, and physical characteristics of the subjects were examined. The illustrations have been divided into three cultural categories (source, target, and international) in order to show how nationalities are represented in the textbook. Figure1 presents the results of the analysis.

Fig 1. The Representation of Ethnicity in 'My Book of English 4'



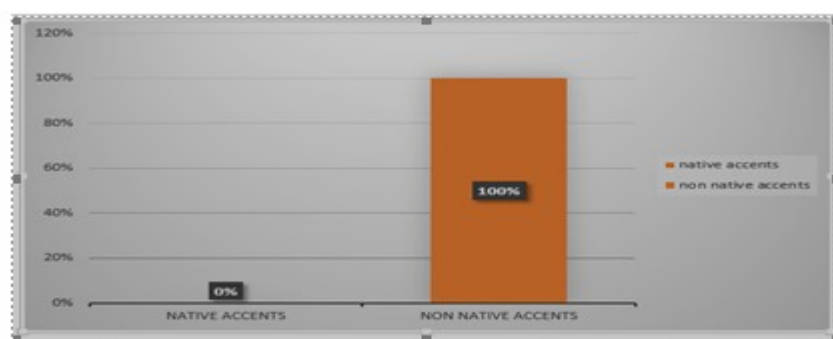
The percentage of Algerians in the illustrations ranges from 40% to 83%, making this group the most prominent and extensively portrayed one with a balanced representation of males and females. The percentages of images from the target culture range from 12% to 40%, and the lowest numbers—between 20 and 25%—are found in the international category. The close percentages of males and females in the illustrations of the textbook are consistent with Gray's (2000) observation that there has been a recent trend towards equal representation of gender in textbooks.

It should be noted that the text book's image distribution is unbalanced. The majority of the pictures, which represent the well-known landmarks and renowned people, were in the first sequence. Only four pictures were included in the second sequence, and there were no pictures in the final one.

c- Audio Materials

In order to depict the accents in the audio materials, each conversation was analyzed to determine whether it exhibits a native or non-native character or setting, allowing for an appropriate interpretation. The results are demonstrated in Figure 2:

Fig 2. Accents in the Audio Material



Throughout the textbook's audio materials, there is no reference to any accent or different social dialect. The only accent presented to the learners in the audio materials are those of non-native English speakers. It is possible to conclude that the textbooks used in public middle schools do not take into consideration sociolinguistic variance because there is no mention of foreign accents or various social dialects of English. The audio-scripts and audio-materials are being delivered by non-native English speakers, according to an analysis of the contents. Consequently, they are not genuinely authentic.

The language is clear and understandable yet the accent is similar to the teacher's delivery of the language. However, in order for students to speak clearly, they must become accustomed to the pronunciation, emphasis, intonation, and accent of the language, which can only be done by listening to high-quality, authentic audio material. Listening to English native speakers would better involve students in the learning process by preparing them for real-world communication.

2- Results of Teachers' Questionnaire

The results of the questionnaire on English language teachers' perspectives of teaching culture and understanding of the cultural component of language learning are presented in this section. Sixty middle school English language teachers (from Khenchela) participated in the study. Their educational backgrounds and teaching experiences range widely. The participants who were available for the study were the ones called for the BEM correction since they were in charge of teaching 4 MS pupils. The majority are females (70%), while 30% are males. The teachers hold a variety of academic degrees, including: License, Master, ENS, and ITE graduates. Their experience range from one to 28 years.

Firstly, 14 questions were posed to all teachers to elicit their opinions on the significance of culture in both learning and teaching foreign languages. The results are demonstrated in Table 3. The questionnaire replies overall showed that teachers have favorable opinions regarding teaching culture in EFL classes. The majority of instructors' answers received high agreement ratings, ranging from 50 %to 96 %. A closer examination of Table 3 reveals that 83% of participants agree that teaching a foreign language is only one aspect of cultural education. Similarly, 91% of educators believe that pupils will be more tolerant the more they are exposed to cultures beyond their own (item 3). Participants recognize culture's ability to motivate people well (item 13). Item 7 has the lowest percentage (35%) of all the items.

Table 3. Teachers' Responses and Attitudes towards the Role of Culture

Items of the Questionnaire	Agree	Undecided	Disagree
1. Teaching culture is just as important as teaching the language in a FL classroom.	83.33	10	6.66
2. An integrated approach to teaching a foreign language and culture is not possible.	50	18.33	31.66
3. Students become more tolerant as they get greater knowledge of other cultures.	91.66	3.33	5
4. When speakers of different languages get together, miscommunications can result from both linguistic and cultural differences.	75	12.5	12.5
5. Foreign language education should help students understand their own cultural identity.	80	8.33	11.66
6. It is important to emphasize culture more in foreign language classes.	70	25	5
7. All the English-speaking countries' cultures are equally valid to be represented in an English syllabus.	35	33.33	31.66
8. The study of culture in language education can hinder advancement in linguistic accuracy.	65	15	20
9. Learning about a different culture can alter a student's perspective on their own.	65	15	20
10. The learner may lose their sense of cultural identification if there is a strong emphasis on studying other cultures.	50	25	25
11. Developing a critical mind set toward both the target and native cultures is the main objective of learning about a foreign culture.	80	10	10
12. Cultural awareness should only be developed at the most advanced levels.	60	15	25
13. Students are motivated by learning culture.	96.66	0	3.33
14. Combining language and culture assists students in improving their language skills.	96.66	3.33	0

When considering responses to the items that were against including culture in language education, these results should be interpreted with caution. For instance, 50% of the respondents (item 2) agreed that it is not possible to teach both a foreign language and a foreign culture at the same time. These findings show that even if the participants have positive attitudes toward introducing culture in foreign language education, they are unaware of how culture is constantly reflected in language. This misunderstanding is consistent with Krashen's (1982) claims on the inclusion of culture in language classrooms. He suggests that culture should be learned outside of the classroom because it cannot be taught within.

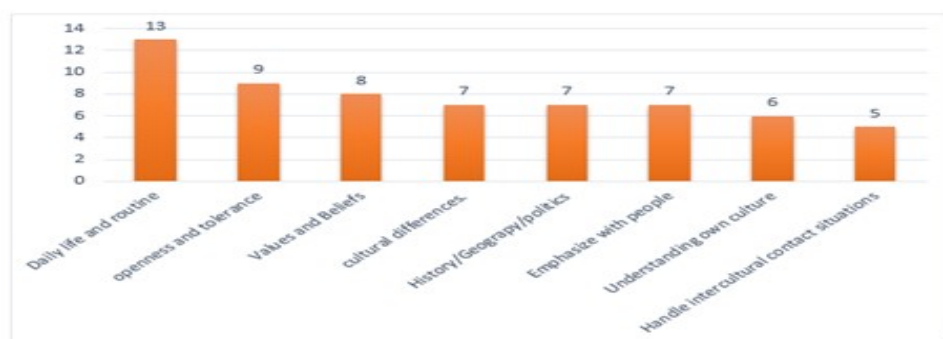
Furthermore, a sizable portion of teachers (75%) believe that cultural and linguistic differences also lead to misunderstandings (item 4). However,

65% of respondents agreed that improving language accuracy can be delayed by learning about culture (item 8). To put it another way, they believe that culture hinders linguistic development. The results are inconsistent, and the responses from the teachers are somehow contradicted. Additionally, according to 80% of participants (item 5), learning foreign languages should improve students' understanding of their own cultural identities. This shows that teachers take into account pupils' cultural identities in the classroom.

A large percentage of participants (70%) agree with the concept of enhancing the cultural component in foreign language training (item 6). Teachers feel that culture is significant and that they should aid pupils in developing a better understanding of their own culture and sense of national identity. The responses to items 5 and 9 further support this. Additionally, according to 80%, learning about a foreign culture should aim to help students acquire a critical mentality toward both the target and local cultures. Moreover, 60% believe that fostering cultural understanding should be saved for the most advanced levels (item 12) which indicates that the participants think that pupils learning a language at a beginner level can be hindered by the cultural aspect. This is in line with the widespread perspective that many teachers have stated in the literature. They believe that advanced students can handle cultural themes and topics more easily because they are proficient in the target language

Next, participants were asked to rank eight possible culture-teaching goals in terms of priority. The goals address the knowledge, attitude, and skills elements of intercultural competence. According to the data obtained (Figure 3),

Fig 3. The Most Important Objectives Regarding Culture Teaching



The majority of EFL teachers think that sharing information about daily life and customs is the most crucial aim of cultural instruction. This is a logical response that shows educators view culture training as a method for increasing learners' familiarity with elements of the daily lives of speakers of the target language. The second most significant goal of educating about cultures seems to be the development of attitudes that are accepting of other people and civilizations. Teaching about common values and ideas is the third goal.

For the fourth rank, participants' responses to the objectives are similar. The same outcomes were obtained through teaching geography, history, and political events as well as encouraging reflection on cultural differences and the ability to empathize with people from different backgrounds. Increasing pupils' awareness of their own culture and fostering their capacity for navigating cross-cultural interactions were ranked fifth and sixth, respectively. Teachers' overall assessments of the goals for cultural teaching indicate that the knowledge component is prioritized over the competence and attitudinal dimensions. These findings align with those of Sercu (2005). Teachers from various backgrounds preferred to concentrate on the knowledge-related aspects of cross-cultural communication. The findings show that participants make an effort to address each of the three elements of intercultural competence, prioritizing knowledge and attitudinal dimensions above skill dimensions.

Table 4. Teachers' Perceptions about the Cultural Content in the Textbook

Items	S Agree	N	S d
General information/ Audio/Images	65	20	15
1- The cultural content in the textbook is varied and includes different topics			
2- The cultural elements are relevant and interesting.	65	15	20
3- The textbook offer cultural content as accurately as possible	45	35	20
4- The accents and varieties of English used in the audio materials mainly represent the native accents	60	30	10
5- The images in the textbook represent the target culture	60	25	15
6- The images in the textbook mainly represent the source culture	50	30	20

Table 4 demonstrates teachers' perceptions about the cultural content in the textbook. It shows that teachers highly agree with the majority of the statements about the general content in the textbook. Teachers' opinions on the illustrations in textbooks were inconsistent, with 60% reporting they mostly represent the source culture (item 6) and 50% stating they primarily

represent the target culture (item 5). Finally, 60% of respondents said that the accents generally used in the audio materials represent native accents.

Teachers were then questioned regarding their entitlement to use any additional tools and resources they saw fit for teaching about different cultures. Only 39 participants answered "Yes." They provided examples including "instruments," "pictures," "videos," "handouts," "songs," "ICTs," "maps," and "dictionaries." Although textbooks are what teachers usually use to teach about culture, these results from the open-ended questions imply that they also use other materials in the classroom. Teachers who responded "no" made comments about how they were only permitted to use the textbook due to time constraints and a lack of resources.

The final question seeks instructors' perspectives on the cultural material of the text book and whether it meets their expectations.

Table 5. Teachers' Satisfaction with the Content of 'My Book of English 4'

Items	Yes	Somehow	No
Frequency	16	13	31
Percentage	26.66	21.66	51.66

According to Table 5, just over half (51%) of the participants were dissatisfied with the current cultural content in 'My Book of English 4'. 26% replied "yes," while 21% said "somehow." Participants who voiced discontent stated that the textbook needs to be improved and lacked material from the target culture. Others proposed that more visuals about 'others' should be included. Others stated that they need to adopt in order to reach the goals.

3- The Results of the Interview

To gain further understanding of the teachers' approaches to teaching and integrating culture in the foreign language classroom, two inspectors conducted structured interviews. The first question focuses on the inspectors' personal interest in and familiarity with culture, as well as the suitability of including it at an early stage of learning. Both inspectors acknowledge the significance of teaching culture, but they make no remark on the appropriateness of incorporating culture at such an early level. In general, the inspectors' responses show that they are enthusiastic about teaching cultural aspects in EFL classrooms. It is more or less taught implicitly. It is an essential component of the teaching-learning process.

When asked, "How much importance do teachers place on the cultural aspect in their lesson plan objectives?" And which areas of culture are they most concerned with? Both inspectors responded that teachers do not place a high value on cultural objectives in their lesson plans. They instead concentrate on linguistic forms and skills. Teachers typically build their lesson plans in accordance with the curriculum, while keeping in mind the existing profile of the middle school period and the preparation for official exams. It suggests that cultural subjects are not covered in formal tests.

The next question requests information regarding the teachers' techniques, and tools for achieving their goals. When asked to comment on their usefulness for the learners, the participants typically replied that visual aids are the most prevalent resource. The participants emphasized the need to use ICTs as authentic content to present learners with real-life situations. They also agreed on the fact that teachers frequently employ images to achieve their goals. The CBA requires that English be taught through situations, and such resources serve to supplement those situations. The participants avoided answering or commenting on the fit of the objectives or resources to the learners' competency level in the second section of the question.

Inspectors also noted that teachers did not receive any training in teaching culture or using multimedia in the classroom. Teachers, according to the inspectors, are expected to deal with culture even if they have not received any training in teaching culture. They should read the offered handbook to learn how to cope with culture in their classrooms. In fact, not all teachers have the necessary expertise, experience, and materials to teach culture in their students. This problem should be considered in order to enhance teachers' awareness of the most acceptable and effective techniques of integrating culture in EFL classrooms.

Finally, participants were invited to comment on the cultural material provided in the textbook; both inspectors emphasized its focus on global openness, values, cultural heritage, and citizenship. The first inspector, however, emphasized the work required of teachers while developing lesson plans, but the second faulted the textbook for not giving enough space to Islamic manners and behaviors.

VI. Discussion

Based upon the results elicited by the content analysis, it is deduced that 'My Book of English 4' textbook addressed a narrow variety of themes.

The inclusion of a few cultural topics can be interpreted by the textbook's short number of sequences. Textbooks that include a variety of cultural content can help students develop cultural awareness and background knowledge. Some reading materials and listening comprehension activities contain these details. Although these exercises are excellent in increasing students' cultural awareness and knowledge, they are insufficient for developing communicative competence because they do not model real-world intercultural interactions (Hilliard, 2014). To develop their communicative ability, learners must engage in activities that allow them to actively participate in a new culture. Role-playing, pairs or groups responding to discussion questions, researching other cultures and taking part in their customs and traditions are just a few examples. Rather than merely presenting cultural knowledge, textbooks should incorporate in-depth activities and conversations focusing on beliefs, traditions, and customs.

The analysis of ethnic backgrounds represented in the textbook images revealed that locals are the group that stands out the most in all of the textbook pictures, making the source culture the most prominent category in the textbook in terms of illustrations, with a close representation of males and females. Publishers have recently made significant efforts to portray females more positively and accurately, while avoiding gender stereotypes (Hilliard, 2014).

The audio materials were also examined, and it was discovered that they lacked authentic listening passages. Those resources are meant to be a great way to bring realism into the classroom. They are useful for learning a foreign language in an interesting and meaningful manner. However, the audio resources accessible are delivered by non-native English speakers. As a result, they are not authentic. The language is straightforward and understandable, however the accent is comparable to that of the teachers. Their goal was to help students grasp the passage and complete a variety of tasks. To communicate effectively in English, students must first become acquainted with the language's pronunciation, stress, intonation, and accent, which can only be accomplished through high-quality, realistic audio.

Listening to native English speakers prepares students for real-world conversations and enhances the learning experience for everyone engaged. Teaching EFL in Algerian schools focuses on developing pupils into better English speakers, readers, and possibly writers; nevertheless, the listening skill is frequently disregarded. Although the curriculum is typically focused

on communicative practices designed to develop communication, the textbook still lacks a focus on listening skills, which is critical to promoting student communication.

It should also be emphasized that when the questionnaire and textbook analysis results are examined, disparities between the teachers' impressions and the actual cultural material in the textbook can be identified. To begin with, contrary to popular belief, the diversity of cultural topics included in the textbook is limited. Furthermore, a review of the images and audio elements in the textbook found that the source culture and non-native speakers were the most prevalent, although teachers stated that the target culture and native accents were the most evident.

There is a direct association between instructors' views and their actual teaching practices, according to studies on teacher beliefs. According to the literature, beliefs have a direct impact on teaching practice and are reflected in that activity. These beliefs have a micro-level impact on the subjects teachers choose to teach and how they behave in the classroom. In general, the findings demonstrated that the participants have good opinions about cultural integration. Nonetheless, the results revealed some contradiction in the teachers' responses, since they all acknowledged that teaching language and culture simultaneously is impossible. They also agreed that learning culture can hinder linguistic advancement. One possible interpretation is that some participants prefer to provide desirable replies rather than accurate answers that reflect their actual thoughts.

The participating teachers admitted that they try to address all three facets of intercultural competency when asked to rank the most crucial objectives for culture teaching. According to the findings, the knowledge and attitude aspects were given precedence over the skill dimension. It is reasonable to assume that the curriculum and textbooks' emphasis is on the cultural education goals that are most crucial. Inspectors, however, noted that teachers typically prioritize language forms and skills over cultural objectives in their lesson plans by referring to the interview results.

The findings also showed that the participating teachers frequently use ICTs to illustrate a feature of the foreign culture in order to meet their aims. This is consistent with how participants responded, which underlined the value of employing ICTs and the frequent use of visuals by teachers to give students access to real-world scenarios. Teachers must employ a variety of strategies in the classroom, particularly during tutorial sessions, to

motivate pupils to learn English. ICTs pique students' interest and encourage them to learn more, in other words. Using ICTs blends knowledge acquisition with practical application. It comprises gaining technological expertise while participating in an activity connected to the curriculum.

To sum up, although the Algerian National Curriculum mandates the inclusion of the cultural dimension in the English language curriculum, it does not specify how it should be accomplished. Furthermore, it does not provide a thorough account of the cultural issues addressed in English classes.

Despite the fact that inspectors have organized seminars, study days, and training sessions to address this issue, many teachers continue to lack the knowledge required to implement CBLT in practice. Most instructors have witnessed the shift from traditional to CBLT instructional approaches. Many teachers find themselves returning to traditional ways of teaching in order to feel "comfortable" during their sessions since they are so deeply embedded in their subconscious and continue to influence their teaching style. Along with congested classrooms, the reform introduced new administrative obligations that required time-consuming effort. As a result, rather than giving effective education, the instructor devotes all of his energy to keeping up with administrative documentation.

The current EFL teachers have either finished the national training program (ITE) or hold an English language license, which is the academic equivalent of a BA and includes four years of university study in the field of EFL. Only a few ENS graduates exist. While the majority are seeking to enhance their teaching by maintaining their level and modernizing their teaching through the use of ICTs, many are uninterested in self-development and lack access to technologies such as computers that could help them in their work.

VII. Conclusion

Given that English is gaining a promising status in Algeria, it is important to assess the cultural content of textbooks. As such, the aim of this study is to build on past research by identifying cultural content in the current EFL textbook for fourth year middle school students, which is the most recent to be released as part of the Second Generation Programs implementation. The study also includes EFL teachers' perceptions of incorporating culture into their teaching and the extent to which they reflect it in their actual classroom instruction.

The study used a descriptive method. We depended on three tools: First, A descriptive content analysis In addition, a questionnaire was distributed to a population of English language teachers at khenchela, and an interview was performed with inspectors of national education at the middle school level. The findings are expected to provide some recommendations to assist EFL teachers in middle school with the use of second generation textbooks by shedding light on the cultural content in the textbook and raising their awareness about the importance of incorporating culture into the teaching of foreign languages.

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